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ABSTRACT

Resources for planning adult education events are provided in this manual. Four major sections, with subdivisions, are presented: (1) Pre-meeting Preparation (the planning committee, goals and objectives, facilities and equipment, and leadership); (2) The Meeting (orientation and opening, working toward the objectives, people factors, and closing); (3) After the Meeting (evaluation); and (4) References and Resources (bibliography and addendum, publishers, simulations, media, personnel resources, training programs, and training centers). The first two sections, covering methods and processes for planning and conducting a meeting, comprise a major portion (123 pages) of the manual. (BL)

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MEETING MAKING MANUAL

By

G. Rogers Smith

Assistants:

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Statement of Purpose:

To call attention to some of the questions of process to keep in mind as we plan and work with adults.

To provide a resource for those who are called upon to serve as discussion enablers and planners of adult education events.

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University Associates

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MEETING MAKING MANUAL

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Part One: Pre-Meeting Preparation

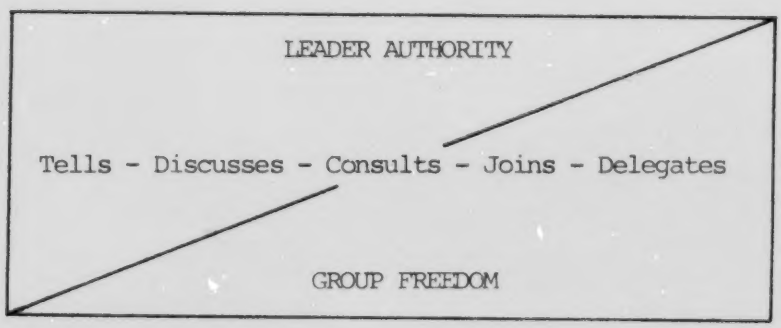
I Pre-Meeting Preparation

A. The Planning Committee

1. The Chairman

The chairman of a planning committee is apt to be the most task oriented individual on the committee. While the orientation is proper it can lead to troublesome consequences if he is not aware of it; the forces that are at work in him and the members of the committee; and the general way he uses his abilities and relationships to get a job done.

A leader in a committee may use his authority any way along a continuum:



The forces at work in a leader which will affect his style of behavior may sabotage his best efforts if he is not aware of them, but, if lifted into his awareness and taken cognizence of, the same forces may become powerful allies in accomplishing the task.

1. The leader will want to be aware of his "value system" as it pertains to people. How democratic should I be? What do I think are the general capabilities of people? A page on "Supervisory Group Facilitators" is included in this section to help you think about your value structure in regard to other people whom you supervise.

2. The leader will also want to specify further: what is my level of confidence in this particular group with whom I am now working? Are there any extenuating circumstances that are affecting me?

3. A third question he may ask himself concerns his natural leadership inclinations. We all differ as to the styles we are comfortable with. There are times when our theory, i.e. what we believe are the best styles, is not the same as our practice. We are more comfortable operating in another style. Practice in learning a new style is important, but the leader will want to make sure that the task he practices on is not a high priority task. What is my priority on this task as a leader? Is it high enough that I had better stay in the style of operating with which I am comfortable? Or can I afford to risk something in it by experimenting with a new leadership style?

4. Closely tied to this is another question the leader may want to articulate for himself: Just how secure do I feel with this task and with these people? His feelings of security or insecurity may affect the leadership style with which he operates more than any other single force.

There are also forces at work in the committee or in the group which have a powerful influence upon how soon and how well the task is accomplished:

1. What knowledge and experience is present?
2. What personality variables exist?
3. What are the expectations that the various members bring about the chairman, as an individual or about the chairman's role?

4. What are their various needs for independence?

5. How ready are they to assume responsibility?

6. What are their levels of interest in the task at hand?

7. What is their understanding of the goals and objectives?

The chairman will want to observe and listen carefully in the early stages of discussion to formulate some hypotheses about his committee. His strategy for planning, the speed at which he moves the committee and the style which he chooses to operate from, are all contingent in part on what he observes of his committee. For example, if he discovers in an initial discussion that goals and objectives are reasonably well defined in the group, he can move quickly to implementation; but if goals and objectives are hazy, it will take time to clarify these before any meaningful implementation steps can take place.

2. The members:

Leadership Resources Inc. suggests a helpful framework for examining two different types of operating committees. One model of committee behavior can be summarized:

1. Board meetings are short and deal with immediate problems rather than long range policies.
2. Orientation is done largely through written materials.

3. The direction and the vitality of the committee/board depends largely on the executive staff.
4. Members feel and act more like a collection of individuals rather than a tightly-knit group.
5. Meetings are to get a job done rather than to provide a personally rewarding experience for the members.
6. The executive officer feels reluctant to 'impose' on the time of busy members. (He feels somehow they are doing him a favor by accepting any responsibility.)

Some assumptions are held by the chairman, executive officers, and steering committee of such a group. People would like to attend a minimum of meetings; they try to show more interest in meetings than they usually feel; they listen to reports but will not raise embarrassing questions or controversial issues. Individuals on such committees believe they were chosen primarily to have their name or organization represented, and get their satisfaction from the feeling that they have done their part for a good cause. They want the executive to give strong direction (or the committee chairman), using the committee to get reactions rather than ideas. They are busy, so they would consider any training of a member to be an insult to their ability and an intrusion upon their time, and they cannot do any more than attend the meetings. They know enough to attend to whatever routine business or task may arise. Such are the assumptions held by officers of this type of group or committee.

Another model of committee behavior can be described:

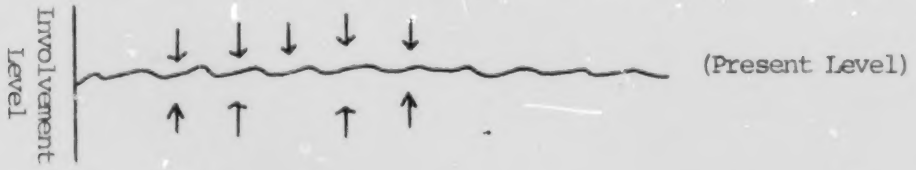
1. Members know each other well enough to feel comfortable discussing controversial and basic issues.

2. New members are brought up-to-date on all the important things that have been done.
3. Members feel responsible for generating new ideas and resolving issues, giving clear direction to chairman, executive officers, or those delegated responsibilities.
4. Members feel a part of a tightly knit group.
5. Thought is given to making the meetings interesting as well as profitable to the task.
6. Members feel they "are all in the project together".
7. The members occasionally look at what they are doing in their meetings; "how well are we working together as a group?".

Chairman and officers of such a group are operating with a different set of assumptions. They believe that members want to attend meetings if they are important; are probably more interested than they sometimes appear to be; and would like to be free to raise crucial questions and controversial issues. Members feel they are on the committee because they have something to contribute of their ideas and experience, and derive satisfaction from working with other members on a problem or task. They welcome full orientation to the work of the committee, expect to share in policy making, and expect executives to share as information givers. Executives and chairmen also serve to carry out delegated responsibilities. Members would donate more of their time to the task when they found them personally rewarding, and probably feel they don't know enough about the organization but are reluctant to share their ignorance with the total group. These are the assumptions underlying a second model of committee behavior.

A simple problem solving approach to change is:

Step One - Recognize the present level of motivation and involvement is not fixed, but represents a balance between two forces.



Step Two - "Which of the restraining forces can we modify or eliminate?"

Step Three - "Which of the pushing forces can we strengthen?"

Step Four - "What new forces can be added to the pushing side?"

It is helpful to simply outline the functions which committee members must perform if they are to accomplish their task. Some functions are directly related to the task:

-Initiating ideas for goal or objective definition, or for problem solving.
-Information or opinion seeking: asking questions for clarification or for new input.
-Information or opinion giving: responding or giving feedback pertinent to other's contributions.
-Clarify or elaborating: building on ideas, or seeking to eliminate confusion.
-Summarizing: pulling together related ideas; offering a synthesis of ideas heard.
-Consensus testing: checking with the group to see how much agreement is present after a subject has been discussed for a while.

Some functions must be fulfilled by the members of the committee which maintain the working level of the group even though they are not directly related to the task:

-Encouraging: showing regard for the other members and for their ideas.
-Expressing group feelings: sensing group moods; sharing them where pertinent to the progress or lack of progress.
-Harmonizing: helping to explore differences that surface and bring about a reconciliation of them.
-Compromising: admitting mistakes; disciplining oneself for the sake of the goal or objective.
-Gate-keeping: helping another person to get into the discussion; suggesting ways more can participate in the solution of problems.
-Setting standards: helping set up standards and using them to evaluate the progress of the group.

3. Delegating Responsibility

Delegation may be the behavior of the leader or chairman who is most firmly committed to participatory values in his leadership style, but it is necessary for him (and his committee members) to have some understanding of what is involved in delegation of responsibility. The understanding of delegation may vary from individual to individual. Before you move into a stance of delegating more responsibility, it may be helpful to check out:

1. What is your understanding of delegation? It is a labor-saving and sharing device, but how does responsibility fit into it. What understandings do you have with your superiors in the organization?

2. Can you specify exactly what is being delegated?

3. Are you comfortable with the characteristics and the capabilities of the persons to whom you are delegating responsibility?

4. Do you know what is not being delegated?

5. Do you have some way of showing interest in the progress of the person to whom you have delegated a task; of checking on the progress; of sharing the standards of performance which you expect him to meet; of assessing final results?

6. Do you or the organization have some way of training the person to whom you have delegated responsibility if that is necessary?

7. Do you have some kind of appropriate rewards?

8. If differences emerge, do you know how far you can live with those differences of performance, and how much you will find it necessary to step into the picture?

4. Models of the Planning Process:

a. The Six Step Model of the Indiana Plan/Participation Training

Step One:

Determine the interest -- need area of the group for whom you are planning. The best way to determine this is to draw the group (or selected representatives of the group) into as much of the planning process as possible. Certainly it is necessary to draw them into this stage of the process. You can do a mail survey; a telephone survey; interview selected members. You can draw upon evaluation sheets of previous events held for the same target audience. However you do it,

input is necessary from the target audience at this point. Otherwise you will have a program which interests the planning committee, but may be far afield from the thinking or feeling of the people for whom you are planning. After all, it is their meeting!

Step Two:

Identify the topics of the Interest-Need area. This step is carried out most simply by brain-storming the various facets of the interest-need area. Any general area which your planning committee identifies after discussion with the target participants is capable of being broken down into many different facets, areas, or topics. The brainstorming can be helpfully done in terms of questions which the interest-need area is "medical service to people of different cultural backgrounds." Then you might begin to brainstorm "topics" from questions like: "What cultural backgrounds are we talking about?"; "What differences exist between them?"; "What is inherent in this particular background that will help us?"; "Hinder us?"; etc. A careful or complete listing of the topics involved will begin to either (1) tell you what kind of time parameter is involved in the meeting; or (2) if the time is set, give you some criteria for choosing what you can reasonably cover and what you must omit.

Step Three:

Write out the goals and objectives. It is important to write them so that everyone working on the committee shares a common understanding of the task. See the section on goals and objectives for some guidelines on this step, but be careful, for this is usually the most difficult and time-consuming part of planning for a program of excellence!

Step Four:

Another brainstorming process: make as complete a list as possible of all the resources you have at your disposal. Don't evaluate them or their usefulness at this point; just what is available to you. Don't overlook anything.

Step Five:

List what group methods are possible. Again, list possibilities first; get them down, and then check to see if they fit in with your objectives, time and place.

Step Six:

Draw up the schedule of your program: time slots, program methods, materials needed, responsibilities assigned, evaluative opportunities.

On the next page is a worksheet used in Participation Training (see Indiana Plan) you may use as a sample. Following it are two pages of lists of resources and methods developed for teachers. Either may stimulate your imagination.

WORKSHEET FOR PROGRAM PLANNING

Step 1: Interest-Need Area

Step 2: Topics

Step 3: Goals

Step 4: Resources

Step 5: Group Methods

Step 6:

Time Program Responsibility

MEDIA

Advertisements
Arts and Crafts
Banners
Billboards
Books, booklets
Card charts
Catalog
Cartoons
Collections
Comic books
Charts
Chalkboard
Diagrams
Dioramas
Dictionaries
Diaries
Drawings, sketches
Electric answer box
Exhibits
Felt boards
Friezes
Filmstrips
Film loops
Finger plays
Flannel boards
Flip charts, turn-over charts
Field trips
Flash cards
Fold outs (flat pictures)
Games,puzzles
Graphs
Hook and loop boards
Interest centers
Kamishibai
Maps, globes, atlases
Mobiles
Movies, 8mm, super 8, 16mm
Models, objects, specimens
Magnetic board
Music
Murals
Museums
Newspapers, magazines, newsletters
Notebook records
Overhead projector
Opaque projector
Programmed instruction
Peephole boxes
Posters
Paper sculpture and folding
Pictures and illustrations
Picture wheels
Puttpes and Marionettes
Photographs
Peg boards
Paintings
Panoramas
Post cards
Picture dictionaires
Questionnaire
Records (drama, music)
Realia
Room decorations
Roller Box, TV box,
Reports
Resource persons
Radio
Sand table
Sandbox scenes
Stereographs, Viewmasters
Slides, handmade and commercial
Symbols and caricatures
Silhouettes
Stand-ups
Story apron, story bag
Story-line drawing
Songs, action songs
Stick figures
Sculpture
Story board
Story wheel
Shadow puppets and plays
Scrapbook
TV boxes
Teaching machines
Tachistoscope
Tapes, reel, cassettes
Television
Telephone
Timelines and time charts
Tests and quizzes
Tableau
Tabletop displays
Video tape
Visualized songs
Wall hangings
Workbooks
Wire sculpture
Mosaic pictures
Stained glass windows
Show-n-tell

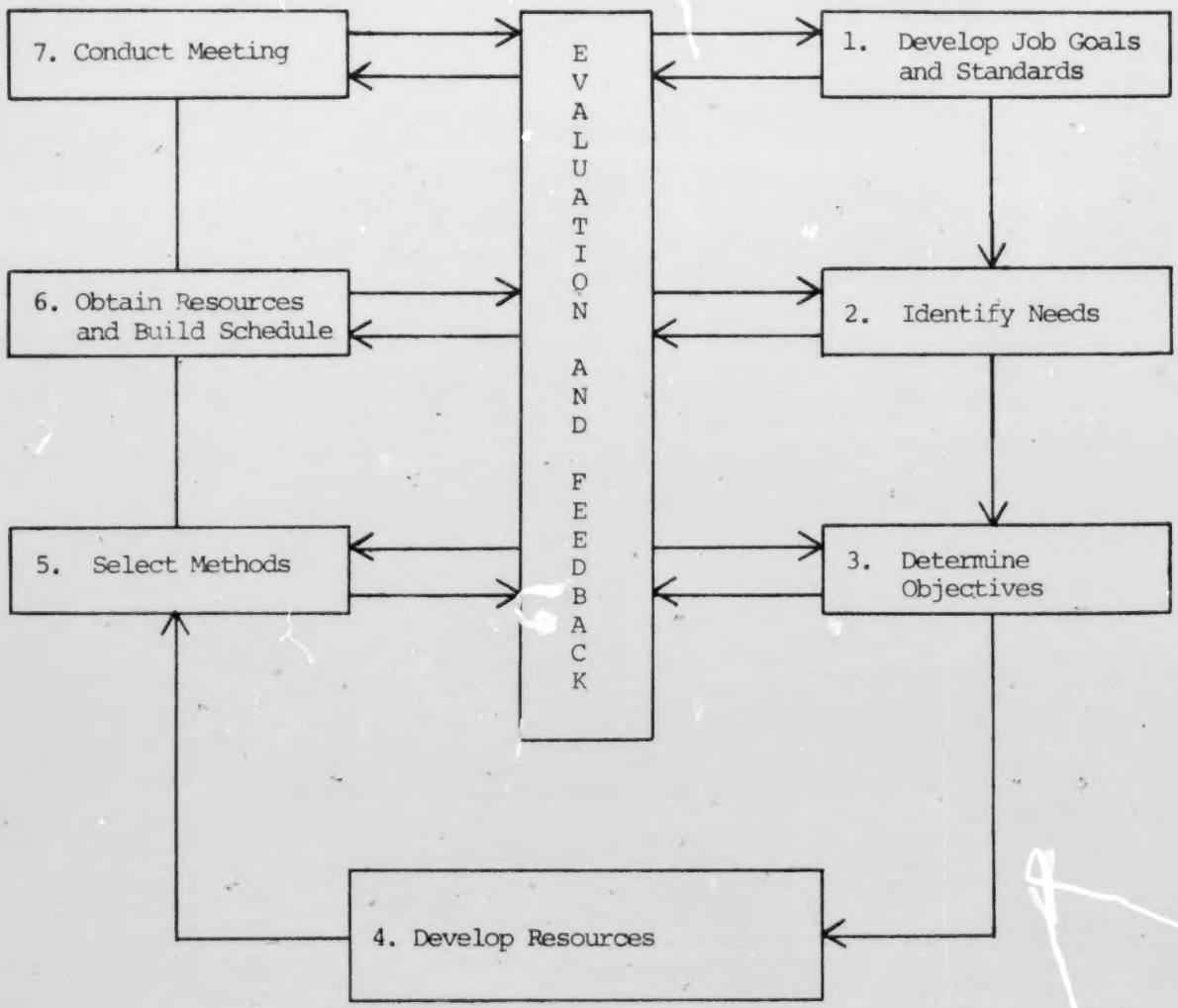
METHODOLOGY

Decorating room
Preparing a media
Tape recording
Suprise ending story
Charades
Pantomime
Choral speaking
Folk dancing
Creative writing
Puppetry
Biographical writing
Opinion polling and surveys
Text Comparisons
Then and Now study
Book reports
Buzz sessions
Experience and exchange sessions
Recall
Reports, oral and written
Round table discussions
Show, tell, share
Rewriting articles
Travel letter
Writing dialogue
Movie making
Evaluation
Group-teacher planning
Singing
Plays, drama
Object lessons
Story telling
Resource persons
Role playing
Radio shows
TV shows
Research
Story telling
Tabletop presentation
Creative dancing
Music, listening and creating
Collecting
Writing poetry
Illustrating

Drawing
Construction - arts and crafts
Quizzing
Map making and drawing
Reading
Slide and filmstrip making
Making a newspaper
Keeping a scrapbook
Preparing a bulletin board, etc.
Worship
Making posters
Making murals
Panel
Debate
Illustrated lecture
Small group or committee work
Lecture
Gaming (instructional)
Individualized instruction
Demonstration
Field trip
Role-playing (spontaneous, pre-structured)
Simulation
Student report
Memorizing
Drill
Examinations
Class discussion
Brainstorming
Classifying
Dyads or triads
Making transparencies
Questioning
Brief summarization
Showing a film
Listening groups
Making a collage
Observation
Writing session plans
Practice teaching
Supervision

b. A Process of Planning:

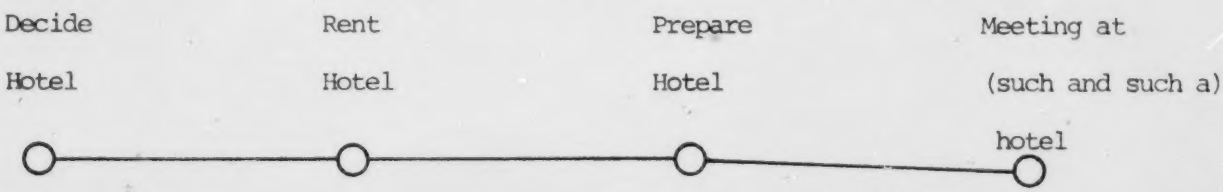
Another process of planning which is somewhat similar to the Six Steps of the Indiana Plan puts a bit more emphasis upon your goals as an organization (and your clarifying of them) and then moves to identifying the needs of the target audience which pertain to your goals.



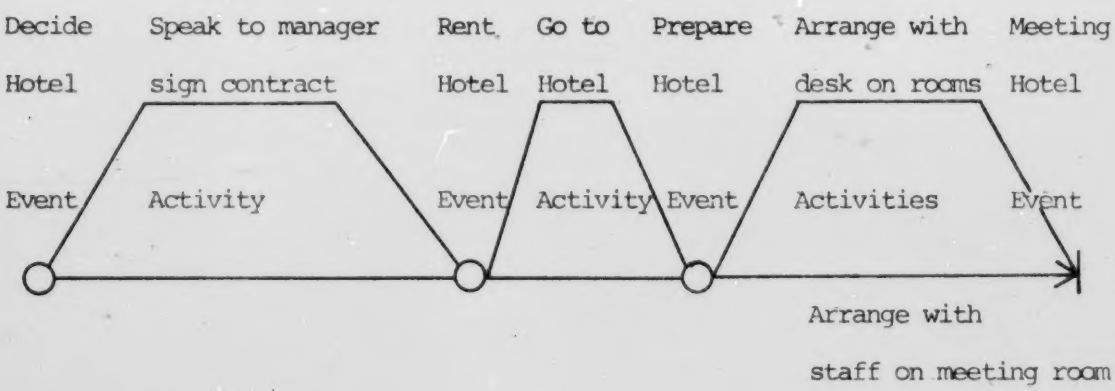
Adapted from: A PROCESS of Training
Leadership Resources, Inc.

c. A Brief Introduction to PERT

Another planning scheme which is helpful after you have clearly identified your goals and objectives for a meeting is PERT, a scheme for analyzing the critical paths to be taken before you can get to your final destination. To plot a critical path, you must identify the final event and each preceding event which is necessary before the final.



Connecting the specific events which must take place, there are activities which must be accomplished.



A PERT chart may be simple, or an extremely complex way of outlining the planning process. It is best utilized to determine time schedules in preparation (what has to be done by when) and to identify discreet activities necessary to be carried out by delegated committee members.

5. Decisions During Planning

A. Goals and evaluation

What is to be accomplished? What problems are to be dealt with, information presented, or changes brought about? Why is a group learning experience advisable? What plans for evaluation are to be made?

B. Participation

Who should be involved? Who can profit from the experience? What is the audience for whom the learning experience is to be designed? Should participation be limited and if so, how?

C. General types of meeting

Will a clinic, an institute, or a workshop be most appropriate?

D. Physical location and arrangements

Where will the meeting be held? What meeting rooms, dining and sleeping facilities will be required?

E. Budget

What will the costs be? How will the meeting be financed? How much will each participant be assessed?

F. Promotion and publicity

How will promotion and publicity be handled? What features will be emphasized? How can the participants' interest and active involvement be initiated and sustained?

G. Leadership and resources

Who will act as coordinator, staff, and resource people? What persons will be needed for leadership roles such as panel moderators and chairpersons of general sessions?

H. Design of specific sessions

Each session in the total program should be designed to be an effective learning situation. This involves the proper use of techniques, sub-techniques, and educational aids.

I. Registration and orientation

Will there be advance registration? How will registration be handled? What advance orientation will the participants receive? How will advance study or preparation be encouraged?

J. Committees

What committees will be organized? Frequently committees are established to deal with most of the items previously noted in this list, i.e. a committee for evaluation, promotion, program design.

from Adult Education Procedures

6. A Check List for Planning

1. Do we have clear-cut objectives to achieve?

2. Have we carefully decided on the type of meeting to be held?

3. Can adequate facilities be provided for:
   a. the general sessions?
   b. the small group meetings?

4. Do we have the necessary:
   a. study materials?
   b. equipment (film projector, etc.)?
   c. funds?

5. Is our theme of interest to those expected to participate?

6. Is there definitely a need for:
   a. special interest groups?
   b. practice groups?
   c. discussion groups?
   d. work groups?

7. If discussions groups are to be held, can each be led by a trained leader?

8. Do we have available as resource persons, people who:
   a. know their subject thoroughly?

b. know how to instruct adults?

c. know how to participate as a resource person?

d. will communicate interest and enthusiasm?

e. will remain available for consultation with individual participants?

9. Have we selected the proper techniques and aids for each meeting?

10. Do we have a competent coordinator available?

11. Is there evidence that the expected participants:

a. are interested in the topics or procedures that will be treated?

b. are capable of learning what is to be taught?

c. are willing to take the time to attend?

12. Do we have sound plans for:

a. promotion?

b. publicity?

13. Have we provided for:

a. advance study?

b. orientation prior to arrival?

14. Do we have a printed program that:

a. stimulates interest?

b. clarifies our goals?

15. Have we provided for evaluation?

16. Have we provided for a follow-up study?

17. Have we provided for briefing of the

    a. discussion leaders?

    b. chairperson of each session?

    c. resource persons?

    d. other persons with special responsibilities (panel members, role-players, interviewers, etc.)

18. Have we provided for:

    a. hospitality?

    b. recreation?

Topics for Review on the Planning Committee

1. Is the size of the committee advantageous to work with? Is the committee representative of the participants or the sponsoring organization?

2. Does the organization of the planning committee facilitate your objectives?

3. Do you have a time schedule?

4. Are responsibilities clearly defined?

5. How do you keep track of the progress of the committee?

6. Is your planning process clear to the committee participants who are involved in it?

I Pre-meeting Preparation

B. Goals and Objectives

"Goals" and "objectives" are two words used commonly in the planning process which often cause a great deal of confusion. They are used differently by people, so that an early need in any planning meeting is to establish their usage. For the purposes of this discussion "goals" is used to describe the larger, more vague, and more generalized purposes of an organization or conference. For example: the goals of this organization are (1) to up-grade medical services in the community; (2) to establish a cadre of para-professionals in the medical services; and (3) to disseminate new information about medical services as they exist across the country. These goals, while perfectly valid, all share a certain amount of vagueness or "fuzziness". They are not of maximum help to a planning committee until they have been broken down into objectives or operationalized. Each goal will have many objectives included in it, and any given conference will deal with only two or three of the objectives. For example, a conference for nurses' aids engaged in home care for the elderly (which is related to goal two of the sample goals above) might have as one of its objectives: 'at the end of the conference nurses' aids will be able to describe and demonstrate two new methods of giving patients baths in their homes.' An organization must have goals, but it must also operationalize those goals if it is to proceed efficiently and effectively to attain them.

I A Process for Operationalizing Goals

Robert F. Magar, in a little book, Goal Analysis, presents a five step method of operationalizing goals.

"Step One of the goal analysis procedure is to write down the goal." For some organizations this may be a difficult step in and of itself. However, no matter how "fuzzy" the goal turns out to be the first step is getting it down so that all the members of the organization may see it and agree upon it. The same would be true of the goal(s) for any given conference that the organization may hold.

"Step Two of the goal analysis procedure is to write down the things you would want someone to say or do to cause you to agree that he represents the goal." If the goal is to up-grade medical services in a community, what would an "up-graded" doctor or nurse say or do; or what would an "up-graded" hospital or clinic have in its facilities or on its staff? Treat this step in a brain-storming way: do not try to get things down perfectly, just try to get them down.

"Step Three of the goal analysis procedure is to sort the things you have listed in Step Two." The chances are good that some of the things you have put down are "fuzzies" themselves; that is, they are so vague that they do not help you in the operationalizing process. Such statements must be set aside for the present and later treated as a goal themselves. Suppose, for example, one of the statements you listed was 'accepts responsibility'. It is too vague to use in its present form, but you can go back later and describe the things that a doctor who accepts responsibility says or does.

"Step Four of the goal analysis procedure is that of making coherent statements to describe what you intend for each of the performances on your list. Your statement might then read, "The doctors subscribe to, or have easy access to, at least half a dozen current medical journals and spend at least three hours a month reading them." Decisions in such statements as to numbers, time involved, etc. must of necessity be arbitrary, representing your best collective judgment as planners.

Step Five is to test the statements with the question, "If someone achieved or demonstrated each of these performances, would I be willing to say he has achieved the goal?" When you can answer yes, the analysis is finished. We started out with the sample goal: 'To up-grade medical services in a community.' By the end of Step Four, we had a list of coherent statements about what the medical personnel would say or do if they were "up-graded" or what the facilities would offer. If you can say when you read the list of statements that this would be up-graded services, then you have suitably analyzed your goal. You have also established a list of objectives, some of which your organization may work on in concrete ways toward fulfilling your goal.

II Criteria for Objectives

The main criterion for an objective is that it is attainable. It is possible to use some sort of observation or measurement at the end of the event to evaluate your success or failure. If one of your objectives was to generate ideas of new ways to use community health services, did a closing panel presentation indicate some such ideas? That was an attainable objective. If the conference was held in Albuquerque and your objective was to increase the use of health services in the town of _____, the objective was not attainable for your conference. Participants would leave such a conference with a low level of satisfaction.

Sometime you may wish to add other criteria to the one of attainability. If it is a skill that you wish participants to have at the end of the conference, which they did not have at the beginning, how many of the participants are to have this

skill? -- One hundred per cent? Or will you consider the conference to have been successful if only seventy-five per cent have demonstrated it in some way? If the skill is analyzing some data according to some criteria, will you be satisfied when they find the data in some book and then organize it? Or do you wish them to remember the data without the help of a book?

III Values of Objectives:

1. The more precise your objectives for a meeting are, the easier it is to evaluate the success or the failure of the meeting. If you go into a meeting 'to make better nurses' aids', there is no possible way for you to do a meaningful evaluation of the meeting. You can say the meeting went smoothly, there was a good atmosphere, and so on; and while all of those things may help, they do not really tell you if you came anywhere near meeting your objectives. If your objective is something like 'the participants will demonstrate their capability in the following three areas which we have identified as being necessary to good nurses' aids....' then you have some basis for making a meaningful evaluation.

2. The more precise your objectives are the better you can make the value judgments as to whether the time, money and effort involved in holding the conference are worth it. Very frequently, quite grandiose "goals" are set for conferences which obviously should be supported by the total community's time and money. But when the conference is over, people leave having heard a few speeches and having shared in a couple of discussions and wondering how that got them anywhere nearer the goal. Since people tend to use their time in ways which give them satisfaction, they will avoid returning to such meetings. If the conference planners know their objectives ahead of time and make that kind of value judgment before they even hold the conference, they will end up having better attendance and community support.

IV Kinds of Objectives:

When you have a list of objectives which you have reached by goal analysis, or when you have reached objectives for a given conference through whatever means, you will probably be able to catagorize those objectives into three types. Different types of objectives call for different learning procedures (See following sheets on the levels of objectives and "Some Principles for Selecting Methods to Achieve Particular Objectives"). It is important to consider the types.

1. Cognitive Objectives ("The Cognitive Domain")

Cognitive Objectives have to do with knowledge. If you simply wish to communicate information or knowledge in a conference you have objectives which are "low level cognitive"; that is, when the people go home from the conference, you want them to be able to remember or recall what was said there. If your objectives for the conference have been met, the participants will be able to do such things as list, tell, define, identify, label, locate and recognize.

There are five other levels of the Cognitive Domain which are increasingly more complicated. They usually imply some low level cognitive learnings along the way. Referring to the chart titled "Classification of Objectives in the Cognitive Domain", suppose the objective for a conference is to design a scheme showing the organizational relationships of the various health carriers in a community. This is a high level cognitive problem (Level five - Synthesis). Before the participants can get to it they must have knowledge, comprehension, application and analysis of a body of information. If the conference is quite a varied group of people,

with some participants having special knowledge and abilities, and with other participants having done little thinking about the matter (they just 'use the services'), then you have a problem in your early sessions of bringing everybody to the place where they can work together. Otherwise it will seem like the 'experts' have dominated the whole event. Indeed, they probably will.

2. Affective Objectives (The Affective Domain)

Affective objectives have to do with the feelings and the attitudes that people have. They offer planners a particular challenge. In one sense, they should be treated to the same sort of process that we used in the goal analysis; that is, clarify the types of behavior that represents the desired attitude. Suppose in a small community, the local health services are viewed with a good deal of suspicion. You have an objective to change the attitude of the people to a positive one. You must first clarify for yourself what people with a positive attitude toward the health services would say about it, and how they would behave. When you have that spelled out, you are ready to go to work on your affective objectives.

There is also another way of looking at the problem of affective objectives. The methods of changing peoples' attitudes or feelings are different from the methods used for cognitive problems. The keys to the attainment of affective objectives lie in the areas of (1) the atmosphere which is established, (2) the people relationships developed, (3) and the time committed. It cannot be done in a hurry.

Probably a conference designed for "changing attitudes" is doomed to failure unless the leadership is highly skilled in interpersonal relations. It can be done, but it is difficult. If you find yourself setting out to change attitudes in a conference, take a long, hard look at your objectives, your resources, your methods, and your time!

The chart, "Classification of Objectives in the Affective Domain", indicates the levels of objectives for the affect. Level One is probably the only level which a conference can work on: the introduction of a peculiar stimulus into the awareness of the participants. The whole area of 'values clarification' which has come to the forefront during the last few years is an attempt to help people clarify for themselves their own values and 'value indicators' (Level Three) with the hope that, knowing themselves better, they may move on to the levels of Organization and Characterization by a Value or Value Complex.

3. Psychomotor Objectives

Psychomoter objectives have to do with the physical skills which people may attain: surgery, giving hypodermic injections, and so on. Where such objectives exist, the learning procedures usually combine demonstration and practice in some way.

V Types of Meetings

At times, it is helpful to distinghish between different types of meetings, as well as the methods used within the meetings, on the basis of the kinds of objectives which are set by the planners.

1. Conference is a word used quite generally to describe various types of organizational meetings. A more careful definition that is usually assumed may be, "to bring together people with a common body of interests and concerns usually for the purpose of exploring them." Its objectives tend to be of an information sharing nature.

2. Clinic is a type of meeting where problems are identified and solutions are worked out for them. A problem may be identified beforehand by the planners and the call sent out to those who wish to participate in their solution; or the problem(s) may be identified early in the clinic by the participants themselves.

3. Institute is a word used for a meeting which intends to convey a body of authoritative information. Therefore, it is primarily cognitive of the first three levels. Since analysis, synthesis and evaluation are essentially problem solving efforts, they are more appropriate to a clinic.

4. Workshop puts the emphasis on the individual's proficiency and understanding. It is more essentially skill oriented; be it a psychomotor skill or a high level cognitive skill like analyzing data or synthesizing a treatment plan from a case study.

5. Laboratory is a setting for experimental learning. For example, if a group needs to learn to plan together, and are given a problem and an amount of time to solve it, they would go about their task of solving it, while stopping from time to time to look at the steps they were taking. As they analyzed their own behavior as a group, they would construct the planning process which worked best for them. A laboratory is one of the most effective ways of learning anything which affects our behavior as human beings. But it requires a high tolerance for ambiguity and mistake making, and a high level of communicative ability.

SOME METHODS FOR SELECTING METHODS
TO ACHIEVE PARTICULAR OBJECTIVES

Type of BEHAVIORAL CHANGE	SUGGESTED METHODS
Knowledge (Generalizations about experience; the internalization of information (Lower level cognitive)	Programmed instruction Lecture, panel, symposium Reading Audiovisual aids book-based discussion
Insight and Understanding (The application of information to experience) (Higher level cognitive)	Feedback devices Problem-solving discussion Laboratory experimentation Exams and essays Audience participation Case problems Trips
Skills (The incorporation of new ways of performing through practice) (Psychomotor)	Practice exercises Practice role playing Drill Demonstration Practicum Simulations
Attitudes (The adoption of new feelings through experiencing greater success with them) (Affective)	Reverse role playing Permissive discussion Counseling-consultation Case method Laboratory method

CLASSIFICATION OF OBJECTIVES IN THE COGNITIVE DOMAIN

LEVEL	EMPHASIS	OBJECTIVE	VERBS TO USE
I Knowledge	recognition and recall --ability to remember facts in a form close to the way they were first presented	show that you know	list, tell, define, identify, label, locate, recognize
II Comprehension	grasp the meaning and intent of information--the ability to tell or translate in your own words	show that you understand	explain, illustrate, describe, summarize, interpret, expand, convert, measure
III Application	use of information --ability to apply learning to new situations and real-life circumstances	show that you can use what is learned	demonstrate, apply, use, construct, find solutions, collect information, perform, solve, choose appropriate procedures
IV Analysis	reasoning--ability to break down information into component parts and to detect relationships of one part to another and to the whole	show that you perceive and can pick out the most important points in material presented	analyze, debate, differentiate, generalize, conclude, organize, determine, distinguish
V Synthesis	originality and creativity--ability to assemble separate parts to form a new whole	show that you can combine concepts to create an original or new idea	create, design, plan, produce, compile, develop
VI Evaluation	criteria or standards for evaluation and judgment--ability to make judgments based on criteria or standards	show that you can judge and evaluate ideas, information, procedures and solutions	compare, decide, evaluate, conclude, contrast, develop criteria, appraise

EDUCATIONAL OBJECTIVES AND CURRICULUM DEVELOPMENT

Educational objectives have been classified in three domains--the cognitive, the affective and the psychomotor.

The cognitive domain concerns the intellectual abilities and the development of thought processes.

The affective domain concerns emotional development and is related to interests, attitudes, values and goals.

The psychomotor domain concerns motor activities and skills.

Ideally, a set of educational objectives in all three domains would serve as a guide to teachers and students in setting up an instructional program.

Classification of Objectives in the Affective Domain

Level	Emphasis	Objective	Sample "Objective" verbs
I Receiving (Attending)	awareness and consciousness first; then a willingness to pay attention to; growing even toward a desire to attend to	to sensitize to the existence of a phenomenon or stimulus	develops awareness, observes with differentiation; develops consciousness; recognizes; listens to or shows preference for; is sensitive to; develops tolerance for, accepts, appreciates
II Responding	"learning by doing" Voluntarily choosing	to do something about a phenomenon beyond just receiving it; to become actively engaged with the phenomenon	participates; complies; obeys completes etc. enjoys; finds pleasurable; is interested in
III Valuing	assigning to or assessing that a phenomenon or stimulus has worth so that a certain consistency of behavior is achieved toward it.	to attain some level of committment in responding to a phenomenon	desires; reaches for; belongs to; accepts responsibility for; has an appetite or taste for
IV Organization	organizing values in a pattern of behavior; comparing, contrasting and establishing priorities	to explain and defend choices of behavior in regard to a phenomenon among many phenomena.	weighs alternatives; forms judgments; develops plans; seeks opportunities
V Characterization	organizing a lifestyle around an internally consistent scheme of values; being described as a person by this organization	to internalize a value system so that it becomes at least part of the answer to such questions as: "Who am I" and "What do I stand for"	confident in ability; relies on objectives to discover facts; flexible to change and restudy

Topics for Review on Goals and Objectives

1. How do the objectives of the meeting support the goals of the organization which is sponsoring it?

2. Are your objectives clear, obtainable and suitably important to the organization and expenses involved?

3. Has the planning of methods, schedule, leadership and facilities kept the objectives clearly in mind? Do all parts support the attaining of the objectives?

4. What types of evaluation procedures have you planned to indicate if you have obtained the objectives?

5. Have you built in some room for flexibility in the schedule to use if necessary to obtain the objectives?

6. How do you plan to share the objectives with the participants?

I Pre-Meeting Preparation

C. Facilities and Equipment

I Criteria for Choosing a Conference Site

1. Like everything else in planning an event, the first criterion is the site's location and facilities in terms of the event's goals and objectives. It does not make sense to study poverty conditions at a plush country club. Nor to go to a facility with little exhibit space if you have many exhibits to display.

2. With criterion one kept in mind, the taste of the sponsors and the nature of the participants will give you further guidelines.

3. Your budget will be a determining factor.

4. The reliability of the management of a site will be a factor, either from your previous experience or from reputation.

5. The accessability of a site and its proximity to living needs will be considered. Since many retreat-like settings go out of their way to provide for all living needs, distance from "civilization" need not be a determint but it is well to check on what is available at such places.

6. Since many places that cater to conferences and conventions have personnel and equipment available, determine if your considered sites have these services. If they do, it may save you rental monies or back-breaking work.

II Checklist for Considering a Conference Site

1. Have the objectives of the event been considered in choosing the facility?

2. Are the meeting rooms adequate for the types of uses to which they will be put.

3. Is transporatation easily arranged to the facility?

4. Are the living arrangements suitable to the participants involved?

5. Is the menu suitable?

6. Have the arrangements concerning meal-time and coffee breaks been attended to?

7. Have arrangements concerning registration been attended to?

8. What equipment does the facility have available and have arrangements been attended to for its use?

9. Are resources for problem-solving or prolonged living readily available; i.e., if a motion picture projector breaks down, you need some extra felt markers; or if participants need to do some laundry, how far must they go?

A POSSIBLE MEETING AND CONFERENCE WORK SHEET

Requested by: _____
Name Phone number

_____
Department

_____
Address City/State Zip Code

Date of request: ___/___/_____ Date(s) of event ___/___/___

Type of event: conference_____ proposal development_____
board meeting___ workshop_____
institute_____ planning meeting_____
clinic_____ Other (specify)_____

Describe event briefly: _____

_____

Sponsored by: _____ # of estimated participants_____

Participation: Doctors_____Nurses_____Others (specify)_____

Goals: Describe briefly the desired outcome of the meeting_____

_____

Evaluation methods to be used:

During event: _____

Post event: _____

Type of accommodations needed:

Hotel_____ Retreat setting_____
Overnight housing_____ Other (specify)_____

Food services needed:

	Number	Buffet	Banquet
Breakfast	_____	_____	_____
Lunch	_____	_____	_____
Dinner	_____	_____	_____
Breaks	_____	_____	_____
Other (specify)	_____		

Resources needed: Include all personnel needed (e.g. registrars, projectionists, etc.)

Registration desk_____ Special Decorations_____
Typewriter_____ A/V equipment_____
Name Tags_____ Signs_____
Flags_____ Other (specify)_____

Techniques: How will the meeting be conducted: What is the combination of group methods.

Speech _____
Panel _____
Expanding Panel _____
Symposium _____
Colloquy _____
Demonstration _____
Field Trip _____

Forum _____
Group Discussion _____
Interview _____
Role-playing _____
Seminar _____
Other (specify) _____

Type of room setting needed: (In detail) _____

_____

_____

AGENDA for the event:

Time Schedule	What Will Happen	Who Is Responsible

Contact Person: _____

Techniques: How will the meeting be conducted: What is the combination of group methods.

Speech _____
Panel _____
Expanding Panel _____
Symposium _____
Colloquy _____
Demonstration _____
Field Trip _____

Forum _____
Group Discussion _____
Interview _____
Role-playing _____
Seminar _____
Other (specify) _____

Type of room setting needed: (In detail) _____

_____

AGENDA for the event (use back of page)

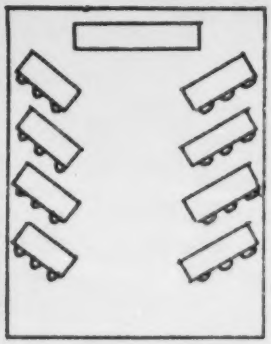
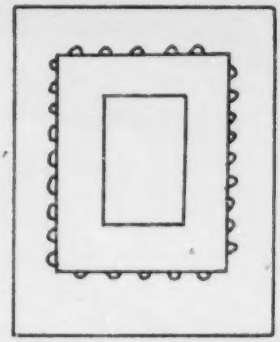
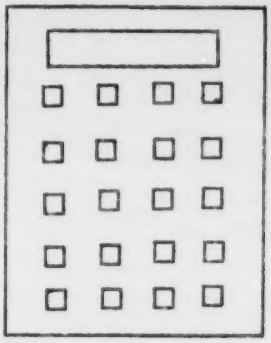
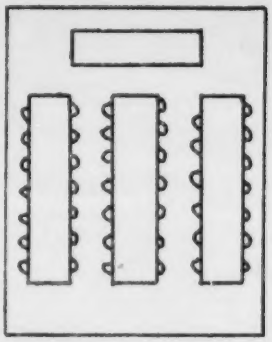
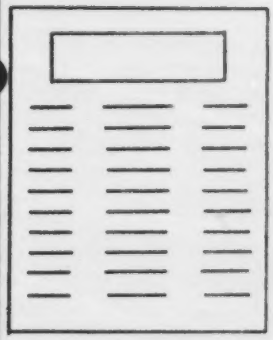
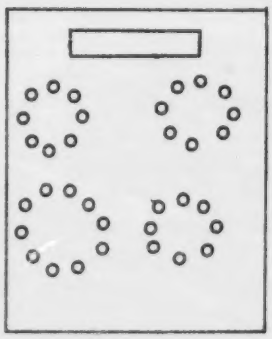
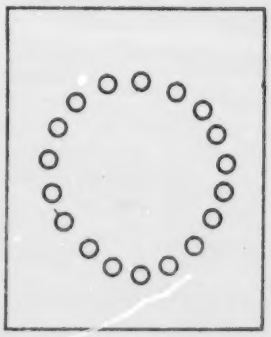
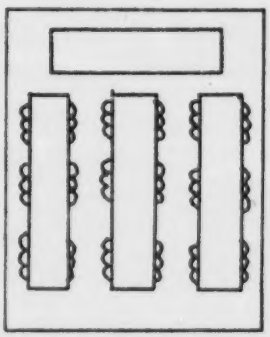
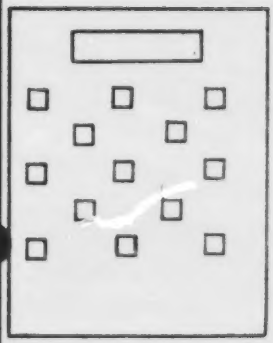
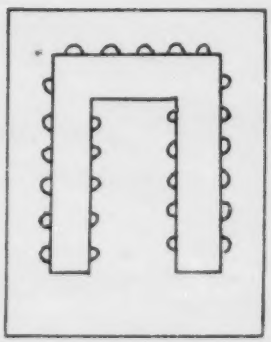
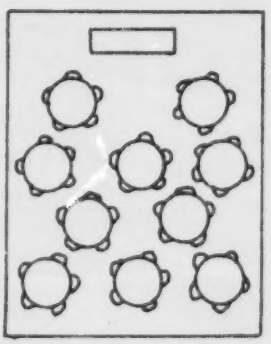
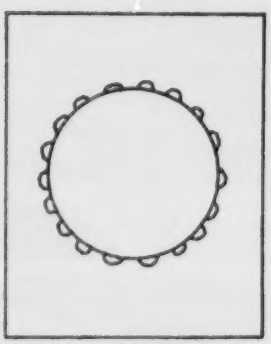
Time Schedule | What will happen | Who is responsible

Contact person _____
Name phone number

Alternate contact _____
Name phone number

Some Possible Seating Arrangements

(Remember seating arrangements communicate feelings. What feelings predominate in the different arrangements? What feelings do you wish to communicate?)

MEAL-MEETING/CONFERENCE REQUEST FORM

_____ (Date of Request)

_____ (Name of Requestor)

_____ (Date of Meeting)

_____ (Name of Meeting)

# of people expected at meal _____

Type of Meal (luncheon, supper, etc.) _____

Type of service Buffet_____ Banquet_____

Suggested location of meal

_____

_____

Suggested menu

_____

_____

Presentation during meal? Yes____ How Many?____ No_____

After meal speakers? Yes____ How Many?_____ No_____

Seating arrangement? (refer to preceding page)

MEETING OR CONFERENCE REQUEST

REQUESTED BY _____

DATE OF REQUEST _____ PHONE # _____

DATE OF MEETING _____

NAME OR DESCRIPTION OF MEETING _____

_____

KIND OF MEETING (Meal, evening, etc.) _____

_____

EQUIPMENT NEEDED _____

_____

_____

SPECIAL REQUESTS (location, meal, etc.) _____

_____

III Audiovisual Equipment

Audiovisuals are AIDS to what you are going to do. You use them only after you have decided (a) what your objective are; (b) what your audience is like.

When you have decided to use audiovisuals, you have two different types to choose from depending on objectives, audience, facilities. You may use non-projected audiovisuals

1. flannelgraph
2. model
3. flat picture
4. field trip
5. graph
6. map
7. specimens or objects
8. blackboard (newsprint, etc.)

The main problem with most non-projected audiovisuals is vision. If used in a large group, they are self-defeating. Incidently, in using a chalkboard, make sure to check on your lighting from various parts of the room. Motel lighting frequently causes "blind spots" from certain angles.

When flat pictures are to be used, either as part of a presentation, or as a display, make sure they are attractively prepared on a "dry mount" if they are on light weight paper and without a border.

You may use projected audiovisuals:

1. slides (of varying sizes)
2. film strips
3. sound film
4. records
5. television (video-tape)
6. opaque projector
7. overhead
8. audio-tape

Good projection involves the room, the equipment, the materials and the projectionist.

The room, check:

- Darkening
- Ventilation
- Outlets
- Light switches
- Physical shape - put the screen at the end or corner of a room

The equipment, check:

- Projector and parts (have extra bulbs, etc. available)
- Projector stand
- Screen
- Sound player
- Extension cords
- Speaker cables

The projector:

- Set up in advance (mark spot on floor if it must be moved)
- Stand above the heads of the audience
- Test - threading, focus, sound, electricity, framing, volume and tone
- Practice prior to meeting.

The screen:

- In place in advance
- Above heads of group
- Back to light
- Size of screen is important

up to 25 persons	50" by 50"
26-50 persons	60" by 60"

51-100 persons	70" by 70"
101-200 persons	8' by 8'
201-1,200 persons	10' by 10'

Extension cords and speaker cables:

Off the floor if possible

"Slack" at the ends

"Police" the cords with white tape or ushers

Turn the amplifier on five minutes before you intend to use it. Speak until the moment projection begins; turn the projector on and proceed with projections. Never darken the room completely. The projectionist will probably find a small flashlight handy. Always center the attention on the message you wish to convey in using the audiovisual. Do not speak about the projector or other equipment, the producer, the lights, the facilities or anything else. Keep the mechanics in the background. Use a strong projector stand so that you will not have unnecessary motion. Don't allow people to lean on the stand or use it as a coffee table. When completed, turn the room lights on, turn off the projector and begin speaking at once.

AUDIO-VISUAL EQUIPMENT REQUEST

_____ _____
(Date of Request) (Name of Requestor)

_____ _____
(Date of Meeting) (Name of Meeting)

35mm Carousel Slide Projector	_____
Overhead Projector	_____
Lantern Projector	_____
Screen	_____
Electronic Pointer	_____
Easel with Paper, Felt Pen	_____
Poster Stand(s) ___No.	_____
Cassette Recorder	_____
Reel-to-Reel Tape Recorder	_____
Microphone(s)	_____
Movie Projector (16mm)	_____
Other_____	_____

Topics for Review on Facilities and Equipment

1. Were the needs and objectives of the conference kept in mind when the facilities were chosen?

2. Was the nature of the participants kept in mind when the facility was chosen?

3. Do you know from prior experience or from exploration what special assistance the management of the facility can give you?

4. Is someone available who can operate the necessary hardware? (audiovisual equipment)

5. Will hardward be tested ahead of time? Will replacement pieces be readily available?

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I Pre-Meeting Preparation

D. Leadership

It is very unusual that an organization or planning committee finds that it has all of the "people resources" it needs to do the job within its own rank. Almost every conference will entail some leadership being imported to assist. Such outside leadership falls into two different categories.

First, you may find that you need resource specialists for the subject matter to be covered. Only two basic criteria come into play here: does the man know the subject (does he have some credentials in the field) and can he communicate the subject. It is worse than useless to get an expert who cannot communicate, for chances are such a leader will succees only in turning a conference off to the subject as well as himself. An additional consideration to keep in mind, depending on your program development, is how long you want an expert to be present. Many experts will come in for an hour and leave. But many conference schedules call for opportunities at dialogue. If continuing dialogue with the participants is desirable, make sure to consider time commitment as one of your qualifications.

When you have decided the resource specialist(s) that you want, make sure you define the task completely. Tell him what the objectives are of the conference and how you expect him to fit into the total picture. What objectives do you hope that he will accomplish with his presentation? Find out what his preferences are. Does he like to lecture? Give slide presentations? Does he object to a reactor panel or some of the other options of presentation which are open to you? Find out what equipment he will need: chalk, greenboard, eraser, overhead projector, slide projector? Make sure you define clearly the

financial arrangements, living accomodations, amount of time you expect him to be present, and additional tasks you expect him to perform during the conference.

A second kind of specialist you may find you need is in the area of process. If much of your input in the conference is to come through video-tape, then find someone who is an expert in the use of video-tape. It is not wise to use an in-house amateur in a particular process if much of your conference is dependent upon a particular media or method. This principle becomes particularly crucial in discussion groups. Discussion leaders are frequently chosen simply because they are present and available, or because they have a "name". In the latter case, they should be considered as a resource specialist in the field and used that way. Otherwise, it is more important to get leaders who know how to lead a discussion than it is that they know the subject. A good discussion leader draws out the participants and does not over-emphasize his own views on the subject. When you have found discussion leaders, there are some things that they need to know:

1. what are your objectives for each discussion session and your objectives for the discussion in general;
2. are you seriously considering modifying the conference as it progresses on the basis of any feedback you receive;
3. do you want such feedback from them;
4. when are you scheduling staff sessions for the review of such concerns.

If you do resort to using members of the committee or other easily available people as discussion leaders, here is a check list of some favorable symptoms

of a discussion group:

1. Members address the leader no more frequently (and usually less) than they do one another.
2. Members frequently express feelings.
3. Group has a tendency to want to remain after the time limit is passed.
4. Group makes decisions without depending on the leader.
5. Members speak up without asking for the leader's permission.
6. Members do not count on leader to handle 'problem matters'.
7. 'Bright ideas' originate from many members of the group.
8. Different individuals frequently lead the group's thinking, discussion and procedure.
9. Members seem to listen to each other without interrupting.
10. Conflicts and disagreements frequently arise, but people try to understand the nature of these and deal with them.
11. Members often accept insights and information from other members.
12. Members draw out and question each other to better understand their contributions.

If you find that enough discussion leadership is not available to you and you must use in-house leaders, this is the one point where a prior training session becomes highly desirable. Many conferences stand or fall on what goes on in a discussion group and it is well worth your time and effort to meet with amateur discussion leaders in a training session beforehand. Better still, if you use discussion techniques frequently, give a thorough training to a number of your staff so you have a ready source available.

Two available training programs for discussion leaders are suitable for the preparation of a cadre of employees to be used repeatedly in events. Neither is suitable, however, for a one-shot training session, for they both require too much time and energy.

The first is Equip, "a training program for leaders of adult discussion." It is packaged in a set of materials that requires minimum expert assistance to use and its main emphasis is on the skill of asking questions. It requires twelve hours of work. Prepared for church discussion groups, it is available through the Geneva Press in Philadelphia at a cost of $25.00.

A second program, excellent for preparing discussion leaders, is participation training. It requires about thiry-five hours and trained leadership, but its focus is on a much broader repetoire of skills necessary for dicussion leading. Information on it may be obtained through the Division of Adult Studies, the University of Indiana.

Topics for Review on Leadership

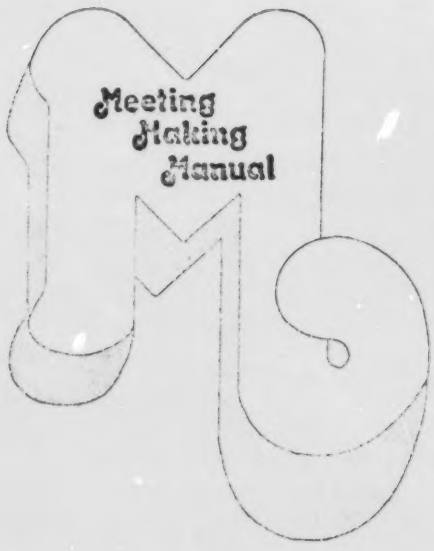
1. Have leaders been notified as to the objectives of the conference? As to their specific role(s) in the conference? Any other expectations you have of them? Do you know what equipment they expect to use?

2. Is leadership available for specialized service jobs? Audiovisual equipment? Discussion leaders? Are you having a training session for discussion leaders?

3. Is supplemental material available? Book table? Pamphlets?

4. Have you considered the kinds of instructions that must be given to participants and leaders? Is it clear?

5. Do you have enough secretarial help? Are their work and living accomodations adequate? Do you have the equipment they need?



Part Two: The Meeting

II The Meeting

A. Orientation and Opening Session

A conference that lasts more than one day develops a personality all its own in such a way that it is possible to apply Maslow's Heirarchy of Needs to the life of the conference. The schemata presents a rationale for organizing conferences in a helpful way. Very simply put, Maslow's Heirarchy of Needs theorizes that individuals have a progression of needs which they must successively learn to cope with: physical, safety, social, ego, and a final level called "self-actualizing". The motivation for peoples' behavior derives from the level where people get "hung up", or the level with which they have the most difficulty coping.

The physical level refers to the basic needs people have for food, shelter, clothing, and the fulfillment of any instinctual needs. The safety level refers to both the physical and psychological protection from harm. The social level refers to the need to belong in the group. The ego level refers to the need to express individuality. "Self-actualizing is the state arrived at when all previous levels have successively been managed by the individual in such a way that he no longer is motivated by personal needs but is able to respond authentically to abstractions like truth, beauty, justice."

By setting the heirarchy of needs on its side so that it covers the time span of the conference, a rationale appears for what is done, and when it is done. The registration, orientation and opening session of a conference are involved with physical and safety needs of the participants.

1. MAILING BEFORE THE CONFERENCE

If the conference is to be held on a site with more than one building as some larger conferences are, a pre-mailing should include:

- the address of the conference registration center
- the address of the hotel, motel in which the participant is staying
- the opportunity to choose a room-mate (if applicable)

In any event the pre-mailing should include:

- the registration time and place
- the time of the opening session
- a rough outlined time schedule of the total conference
- the types of clothing and other personal items needed
- special opportunities that the site affords (swimming, golf, points of interest, etc.)
- how to get to the conference center (map, limousine service from the airport, or arrangements if conference personnel are picking up attendants.)

2. AT THE REGISTRATION TABLE

If the conference is held in a commercial hotel, arrangements are simplest made with the desk to take care of room registrations for the arriving conferees.

The only special care which has to be exercised in such cases is where specific requests have been made for roommates or types of rooms for health concerns. The conference registration desk then simply distributes name tags, packets of materials and collects any additional monies. The amount of secretarial help needed at the conference desk depends upon the size of the conference and the length of the registration time.

If the conference is being held on church camp grounds or at a college, a map of the grounds are necessary with the dormitories, the dining room, meeting rooms and laundry facilities marked. If a snack bar is available (or coffee pot), its location and the hours should be posted. The same is true for a trading post or book store.

Everything done up to the opening session of the conference is directed toward meeting the physical needs of the conferees. No serious work can be done at a conference if the basic physical needs are left dangling. The first few minutes of the opening session may be directed to the same end. "If anyone here has not registered, the registration desk is.....and will be open immediately following this session. If you have any problems with your accomodations or questions about this place, check with the registration desk or with one of the people who have "host" written on their orange name tag."

3. THE OPENING SESSION

The opening session, however, is devoted almost entirely toward meeting the safety needs of the participants. Several tasks are involved:

- probably something more about the nature of the conference and expectations

from it. The opening session can be used to introduce something of the tone of the conference. The type of activities chosen and the "model" which the leader chooses helps to prepare participants for what follows. Choose opening activities to (1) create a safety atmosphere, and (2) introduce the type of climate you desire.

4. SOME METHODS OF GETTING ACQUAINTED

Introductions may be just introductions, but if they are, a good opportunity is lost to work on the safety needs of the participants. The opening session offers a chance for the participants to hear their own voice in the meeting and to say something significant about themselves. If the conference is a small one, each person can speak before the entire group, but even if the conference is of several hundred people, the opportunity for everyone to speak in a smaller group is here, and everyone should be able to share something of significance about himself. There are a number of games or ice-breakers that are possible and one or more may be chosen, depending upon the nature of the facilities, the participants, and the purposes of the conference.

1. Either-Or Force Choice

Size: group any size

Clear the room of chairs and present a list of either choices which you have prepared. Below are some samples. Ask people who choose the "either" to gather on one side of the room and hold a two minute conversation with anyone there as to why they made this choice. The 'ors' go to the other side of the room.

Samples: Are you

a. more of a saver or a spender?

b. more like New York City or Colorado?

c. more of a loner or a grouper?

d. more like a rose or a daisy?

e. more like summer or winter?

f. more like a teacher or a student?

g. more like breakfast or dinner?

h. more yes or no?

Comments:

2. Size group: up to thirty, for the total group.

Ask each person to interview the person next to her and be prepared to introduce her to the total group. Interviews take about five minutes. The subjects to be covered in the interview may be left free or you may direct them: "What are three things that you think are significant about yourself?" and/or "What expectations do you have for this conference?" If the latter questions are used, you may want to have a secretary take some shorthand notes to check later against the type of publicitity you sent out and also to check during the week on the course of the conference. A variation is to list the expectations on newsprint for all to see and use them in the closing session as a checklist and summary. If you have close to thirty people in the group, you have to keep this procedure moving along pretty rapidly.

Comments:

3. Group conversation: any size group may be divided into smaller groups of eight to fifteen.

This is a particularly good method to permit people to become acquainted, explore some of their history and begin to think about an area which the later conference wishes to explore. It is conversation, not discussion of the subject. A leader prepared in each small group, or one leader for the total room, begins by asking a questions about the participants' past experience. If the subject of the conference is hospital care, for example, the leader may ask the first question, "Where was an early hospital or doctor's visit in your life" He then goes on to model an answer by sharing with group where he was. During the first question of the series, the answers may simply go around the group, but it should be made clear that later answers are given by anyone who wishes to speak. After everyone has had a turn, the leader goes on with another question, such as "What was something you remember about doctors or nurses then?", and again models an answer. Later questions may be, "What was a highlight of the visit?" "What was a low point?" and so on. Each time the leader models an answer. If one leader is conducting the session for a number of groups, he may ask the group to put up their hand for a minute when they have finished discussing questions. Series of questions can be developed in any area of life. The only caution is to word the questions in general rather than specific terms, i.e. "What was a painful event in that visit?" rather than "What was the painful event in that visit?" Usually four questions will be enough for a session and will move a group into thinking about any particular area in terms of their own experience. The process sets a tone for a meeting and is a good leveller. The effort is to seek discussion and frame questions around the common experiences of life.

Comments:

4. Size group: up to thirty, for the total group.

A variation on interviewing and introducing your neighbor is possible when you know people have come with friends and no one is a complete stranger. Begin in a circle and ask everyone to introduce someone "cold", i.e. without any prior conversation. The introducer may stand behind the person he is introducing. Following his introduction, the person may add anything he cares to, and also comment on his expectations for the conference.

Comments:

5. Size group: up to thirty, for the total group.

Have a number of 3 X 5 index cards in three different colors. Give three cards of the same color to each participant. For example, in a group or thirty, there will be ten people having blue cards, ten pink, and ten green. Ask the participants to write a different sentence that is true about themselves on each one of their three cards, but not to identify themselves by name. Then scramble the cards upside down on a large table. Ask each participant to take three cards in exchange for their own. Then, ask the total group to circulate and find the three people whose cards they drew. When they find the person, they write his name on the card. When everyone has found their three cards, return to the total circle. Begin to go around the circle with each person in turn standing and giving his name and home town; then, while he is still standing, the three different people who have his cards read what he wrote on them about himself. (Note: when you ask people to write down three things about themselves on three different cards, you had better say that they should write things they wouldn't mind having read out loud!)

Comments:

6. Size: any size group: broken up into triads.

Break up into groups of three and have each person talk about himself for five minutes while the other two listen (one way of determining who goes first is to ask the person whose birthday is closest to today.) Each of the listeners responds in turn for two minutes with what he heard the speaker say (and perhaps what he didn't hear said). The process continues till each person has had a chance to speak about himself. This is a good way to begin if you wish to emphasize listening skills during the conference.

Comments:

7. "Who am I" Size: a group of twenty or more.

This "introduction" begins a section of ten short approaches which are only recommended if the conference style is to be most informal. They are really quite good at helping to create close, friendly groups - a "team building" sort of approach if you have need for teams later in the event. Leadership is important, but anyone who understands the "game" and is comfortable doing it probably has the necessary qualifications. Many of these are taken from the serendipity series published by Word Publications and written by Lyman Coleman.

Supply everyone with two pieces of newsprint, pieces of yarn and a felt marker. Ask the participants to make sandwich boards of their newsprint, drawing on it any symbol representing themselves. For example, they may put a pie with a marking of the division of their time; or some sort of a graph of the ups and downs of their life; or some sort of emblem or device. When they have finished, ask the group to circulate in silence for five to ten minutes, looking at each others sandwich boards. Then ask them to find some people whose boards particularly interest them and sit down and get acquainted, beginning by talking about what they have put on their display.

Comments:

8. Pearls of Great Price (15 minutes)

Size: groups for four to eight

The object of this exercise is to enable you to explain to one another the significant possessions and values in your present lifestyle.

a. In silence, look over the possessions you have with (or on you) and select three things that you would classify as "very valuable" to you either in themselves or as symbols of your lifestyle. For instance, you might pick a picture of your girlfriend as a symbol of relationships in your life; a key to your motorcycle as a symbol of ego satisfaction; one of your sandals as a symbol of your lifestyle of freedom.

b. The leader will call time in three minutes.

c. Explain your selection, including the 'why', to someone you do not know very well. The 'why' is important. If there is time, rank the items in order of priority in your life.

Comments:

9. Swap Game (15 minutes)

Size: Groups of four to eight

Here you evaluate your present lifestyle and share two things; (a) something you would like to add to your lifestyle, (b) something you would like to subtract from your present lifestyle.

a. Each team of two joins another team, preferably persons they do not know very well.

b. Close your eyes for a couple of minutes and imagine yourself stepping into a huge department store that specializes in every area of life: attitudes, values, relationships, vocation, habits. Pretend that the store manager says to you, "Select one thing in this store for yourself. It can be anything. But there is one condition: you must leave something that you presently have."

c. In the groups, each person in turn shares the swap he made at the store.

Comments:

10. Two Questions (15 to 30 minutes)

Size: groups of four to eight

In this part, you pinpoint a motivating force in your life and relate your insights to others.

a. If only fifteen minutes are left, stay in your groups of four; if there are 30 minutes or more, double up to make groups of eight.

b. In each group, pause a minute and think over how you would finish this statement: A thing in my life that gives me the greatest satisfaction at the moment is.....because.....then go around the group and let everyone explain what came to mind.

c. If there is time left over, go around a second time so that everyone can finish this sentence. A thing I long for at the moment is.....because.....

Comments:

11. 'Who Am I' Poster (15 to 30 minutes)

a. The object of this exercise is to allow everyone: (A) to get in touch with his image of himself by tearing out bits and pieces from a magazine and (B) to get acquainted in small groups of four by letting each person have a chance to explain three of his clippings to his small group.

b. Give each person a magazine and let him tear out nine or ten clippings that speak of some concern of his life.

c. Unless you want to take time to make a full poster, have each person in the groups of four pick out three clippings and share what they say to him about his life at this point of time.

Comments:

12. The Emotional Colors Exercise (15 minutes)

Size: groups of four to eight

a. The object of this exercise is to get acquainted in small groups of four by asking each person to give the others in his small group a color that describes his personality.

b. Go around and share.

c. If there is time left, ask each person to share the color he would choose for himself.

Comments:

13. The Projection Exercise (30 minutes)

Size: groups of four to eight

a. In silence, ask everyone to take his age and divide it by one third and to project himself back to the year when he was two thirds of the age he is right now. For instance, if you are thirty now, then you go back to twenty. Now consider answers to these questions: (a) what was a major interest of your life at that moment; (b) what was a major problem of your life at the moment; (c) what was a major hope of your life at that moment? Share.

b. Then move to how you would answer those questions now.

c. Add the same number of years you subtracted and project yourself that far into the future. Share.

Comments:

14. Guessing Exercises (10 minutes)

Size: groups of four to eight

a. The object of this exercise is to involve the group in a non-verbal exercise that is both humorous and ice-breaking. It is good for groups of all ages...and mixed ages.

b. Ask each small group to send one person to the front. Then explain to everyone that you are going to stick a name tag on the back of their representative and proceed to pantomime (without telling him who it is) as a small group whatever is on his back....and keep on pantomiming until the representative can guess what it is...or who it is.

c. When he has guessed, another person from the group goes to get a tag on his back.

Comments:

15. Recollection Exercise (20 minutes)

Size: groups of four to eight

a. In each small group take one question listed below and go around and share what comes to mind on that question. The leader should give an example on each question from his own experience so that people will know what to do.....and about how long to take.

b. The four questions for sharing are (1) one of the best vacations I ever had was; (2) one of the most growing experiences in my life was; (3) one of the saddest moments in my life was; (4) one of the greatest things I would like to see happen in these hours-days-weeks together is.

c. You may form your own questions on medical experiences, smells you remember, or anything which ties into the theme of the conference.

Comments:

16. Values Coat of Arms

Size: groups of four to eight

The following are several exercises which come out of the "Values Clarification" movement. They are also handy for getting people acquainted in more informal type conferences.

Supply each person with a large piece of newspaper and a felt marker, and ask them to draw a "coat of arms" something like this:

Emphasize that art work doesn't count. Ask them to draw a symbol or a picture in each of the six blocks for the following questions (or make up your own). Read the questions one at a time.

a. What is something about which you would never budge?

b. What is something you are striving to become or be?

c. What is something that other people can do for you which will make you very happy?

d. What is one thing you would like to accomplish by age 65?

e. Draw three things you are good at?

f. What is a personal motto you live by? (you may use words for this.)

Ask the group to share their drawings and talk about each. Make sure and give permission to bypass any picture that a person doesn't want to share. The "coats of arms" may be hung around the meeting room.

Comments:

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Questions for Review on the Orientation and Opening

1. Are papers, schedules, ready to be distributed to participants on arrival?

2. Are registration assignments clear?

3. Is the atmosphere set by the physical arrangements suitable to your purposes?

4. Does your opening session permit the establishment of rapport in the group?

5. Have you established a way for the participants to share or clarify their expectations of the conference?

6. Are the leaders comfortable with the opening session?

II The Meeting

B. Working Toward the Objectives

Criteria for Choosing Methods

1. What are your objectives? How do the methods fit the objectives?
Ex. If participant response is highly desirable/needed in reaching your objective, then be sparing in the use of lectures.

2. Who is your audience? If they are people whose jobs cause them to operate mostly out of their "Parent Ego State" (see People Factors), such as social workers, nurses, doctors, clergymen, teachers, be careful of using games or 'fun' methods.

3. Where does a particular session of a conference fit into the total picture? What went before it? What comes after? Some sort of variety is helpful in methodology.

4. What is the nature of the material to be presented or covered in this session? Highly technical data needs more audio-visual support in the presentation.

Method: Audience Reaction Team

Description: Three to five people in the audience are chosen ahead of time to interrupt the speaker when they think some point needs clarifying by question or illustrations. The speaker knows that they are present to assist him in relating to the needs of the audience.

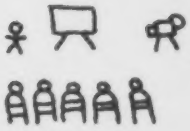
Value: The presence of the audience reaction team can stimulate interest in the audience. It also makes it possible to use a speaker whom you otherwise fear might not be too effective a communicator.

Limitations: The speaker must give his consent and thoroughly understand the procedure. Do not choose people for the audience reaction team who are overly aggressive or prone to show off.

When to Use: When you have a willing speaker, particularly one who has material which may be difficult to understand, the audience reaction team can pace the presentation in a suitable way.

When not to use: Certainly do not use an audience reaction team with speakers who resent an interruption, nor with material which is easily followed by the audience.

Method: Audiovisual



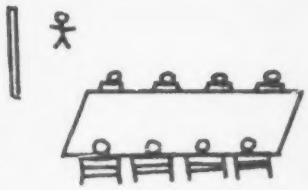
Description: There is a collection of methods which use both the eye and the ear for communicating: films, film strips, various types of recordings, and pictures.

Value: Studies indicate that a much higher retention rate is achieved through presenting information in a combination of audio and visual stimulation. It is possible to bring the inaccessible into the meeting room; or to stimulate imagination through various combinations of audio and visual presentation.

Limitations: Audiovisual presentations may easily be misunderstood by the audience as entertainment. It takes time and effort to either find the proper piece for the purposes you have in mind or to prepare your own. It takes 'know-how' to prepare and to run the equipment.

When to Use: If the group needs some type of experience stimulation from outside of itself, then A-V will be helpful.

When Not to Use: When the A-V piece (s) is not really needed to help you attain your purposes, omit it. There is a strong temptation to use pictures as a time-filler or entertainment. Because of the time involved to find or prepare good pieces, it may not be worth the effort.



Method: Brainstorming

Description: The members of the group are asked to share ideas on the subject. Any idea is accepted and listed without comment (by other members or the leader.) Usually a time limit is set. The ideas are listed by a secretary on a board or newsprint.

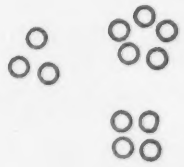
Value: Brainstorming creates an atmosphere of free expression. It makes possible all sorts of creative ideas to be fed into a problem solving method later.

Limitations: You may get some grumbling over "waste of time" because so many of the ideas may seem foolish or unusable to some. Also, if different levels of the same organization are present, and the organization is quite hierachically structured, the lower echelons may be intimidated with the result that good ideas may never be shared.

When to Use: This is a good method to use when you are trying to generate new approaches to solve a problem. It can be used either at the start of a conference or at some point when it seems the group is up against a blank wall.

When Not to Use: Do not use brain-storming if a group is already well along toward generating a solution to a problem. Caution: the secretary must write ideas down as they are presented or check with the contributor as a change is made. Do not cross out any contribution unless you check with the person who made it.

Method: Buzz Groups



Description: The total group is divided (by clustering or counting off) into smaller groups of three to six people. They react to the lecture, discussion, film or however the input has been made, for a limited period of time. Usually one person reports back to the total group.

Value: Buzz Groups present an opportunity for every person to participate in a freer manner. Since some people are only comfortable reacting in small groups, this presents the chance. Questions, ideas and clarification are easier to come by this way.

Limitations: The time is usually limited; therefore it tends to make for a shallow discussion.

When to Use: Buzz Groups are helpful when it is obvious that a great many people have something to say, but time limitations or the size of the group will make them hesitant to speak up. Reluctance to speak is overcome in the smaller group.

When Not to Use: Do not use this method if the discussion is on a technical matter that needs more than peoples' opinions or is an in-depth discussion.

Method: Case Study

Description: A case study is the presentation of a problem with just enough detail so that participants can begin to formulate solutions to it.

Value: The case study approach has value in (the formation of) participants into smaller learning or work groups. It highlights the complexity and variety of real life situations.

Limitations: Case studies must be carried on in small groups, so there must be a willingness to divide a larger conference. Since decision making is a part of the approach, personal factors may enter into forming the work groups. Members who have strong personality tendancies toward conflict or aggression must be carefully placed. In other words, a group working on the task of approaching a "case study" may very easily get 'hung up' on maintenance factors if "people problems" are not considered in sub-group formation.

When to Use: Use case study when you wish to highlight the differences among people. Also, when you wish to highlight creativity in problem solving.

When Not to Use: Do not use it for factual, information giving purposes. It is an educational tool designed to work with peoples' attitudes, not knowledge.

Method: Circular Response

Description: The entire group sits in a circle and, after the leader speaks, each participant is invited to express her opinion on the subject in turn. A person may speak more than once if she wishes but only when her turn comes. A person may pass if she desires.

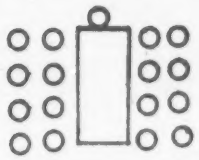
Value: Going around the circle gives each person a chance to respond. It encourages the more timid member to speak up, while at the same time puts a brake on the more vocal people in the group.

Limitations: A discussion may seem artificial after a period of time, especially if there is a lot of interest generated in the topic.

When to Use: The circular discussion is good to use when you are trying to get discussion started. It is particularly good to use with a controversial subject where people might not speak up unless there is some slight pressure on them.

When Not to Use: Do not use this method in a large group (more than 15) or if there is a great deal of ignorance on the subject under discussion. It may bring out opinions but if the members feel ill-informed, they will resent even this slight pressure.

Method: Colloquy



Description: Following a lecture, the audience is broken into small groups to discuss the subject. When the total group reconvenes, a representative of each small group forms a panel to question and discuss the topic with the lecturer. A moderator keeps the discussion going.

Value: A colloquy permits direct group participation with questions lifted to a group discussion level.

Limitations: This is a method which is good for a large group. The resource person or lecturer must be able and willing to move to a discussion level.

When to Use: The method is good when some sort of expert knowledge is advisable before a group discussion.

When Not to Use: If the group is small enough to have free-wheeling discussion and there is good freedom of expression, it is not necessary to go through these mechanics.

Method: Committee

Description: A committee is a small group of members taken from a conference and appointed by the total body to fulfill some task for it; then report back.

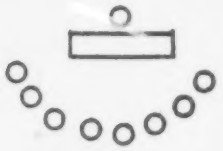
Value: Committees are valuable in conferences to spread the responsibility and the leadership.

Limitations: Members chosen to serve on committees should have interest in the task to be considered. They should be of such a disposition that they can work together on the task.

When to Use: This is a method to use when the total conference has some specific task (s) to be performed (for it) which are too time consuming for the total group, yet several people should have some input into the task.

When Not to Use: Do not use a committee when the total group refuses to clearly delineate what it wants done or is seeking to abdicate responsibility

Method: Demonstration



Description: A demonstration is a carefully prepared presentation that shows how to use a procedure or perform an act. It is usually accompanied by visual aids and a time for questions or discussions.

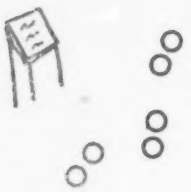
Value: This technique will usually clarify something better than an oral or written presentation of the same material. Usually, it also offers practice opportunities for the viewers.

Limitations: It requires visibility and the space and arrangements for the demonstrator to proceed. A poor demonstration may cause an unfavorable reaction.

When to Use: Use this if you are expecting the participants to do some simple task as a result of the session; give them a chance to practice.

When Not to Use: Do not use a demonstration if you have abstract material which is difficult to put into concrete form; nor if your leader is uncomfortable "doing" and talking at the same time. Also, do not use if space or visibility are problems.

Method: Directed Reading



Description: Assignments for simultaneous reading are presented in some way (mimeographed papers, flip charts, etc.) with the participants paired off to read and discuss.

Value: Directed reading assures that every participant has read the resource material which is necessary for further understanding and discussion.

Limitations: It is difficult to time directed reading because of the different reading speeds that people have. Also pairs or groups may be sidetracked into discussing some other subjects.

When to Use: Use this method when reading is necessary for a group to cover before a discussion can be held.

When Not to Use: Do not use this if the material to be read is limited in copies, or if people have obviously done an assignment beforehand.

Method: Discussion

Description: Discussion can be held in groups of no more than fifteen people when the desire is to have ideas shared orally. Participants should be able to have eye contact with one another, and be willing to share in the responsibility for the group discussion.

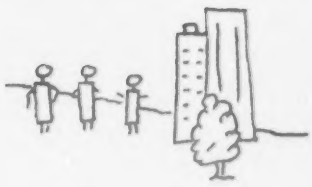
Value: Discussion draws ideas from all participants and helps them discover and develop areas of agreement.

Limitations: Very aggressive people may tend to dominate the discussion so that the purposes for which you schedule it are not accomplished. Time must be adequate to let the group develop the topic.

When to Use: Use when the topic permits personal example and illustration, or when varying points of view need to be expressed.

When Not to Use: Do not use a discussion if the group is in need of any kind of accurate, technical information.

Method: Field Trip



Description: Take the group to some other place than its normal setting in order to investigate some problem or confront some issue.

Value: A field trip offers a first-hand opportunity for the group to study an issue.

Limitations: Field trips require quite a bit of planning and occasionally a meeting time which is out of the ordinary and inconvenient for some.

When to Use: If there is a desire to get some feel for the problem as well as information, field trips are handy.

When Not to Use: Do not use them as a sight-seeing expedition. They will waste time if the leader is ill-prepared or the participants are not clear as to why they are making the trip.

Method: Forum

Description: A forum is a timed discussion carried on by a total group with one or more resource persons present. There is a chairperson of the forum.

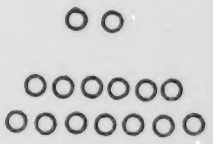
Value: This method permits anyone in a large group to speak out and share on the subject. The presence of the resource person assures any technical data needed. The resource person is dealing with those aspects of the subject which the conference shows interest in.

Limitations: The chairperson needs to be skilled in keeping a discussion moving, both in content and from person to person. Time and physical conditions may inhibit the more quiet person from speaking out.

When to Use: A forum is useful to explore material which has previously been presented and considered to some extent. This is useful for discovering aspects of a problem to be covered further at a later time.

When Not to Use: Do not use a forum if you do not have a chairperson comfortable with the arrangement or if there is not general enough interest and information about the subject shared in the total group.

Method: Interview



Description: The inverview is a five to thirty minute presentation before an audience where a resource person (s) is systematically questioned about a subject by an interviewer.

Value: The interview is a simple technique which permits for questioning and clarifying subjects which may have remained hazy in a lecture presentation. It gives the resource person more of a focus on the subject in terms of the interests of the audience.

Limitations: The interviewer may forget to keep his audience in mind and/or become wedded to the questions which he has prepared beforehand. Again, the resource person may be tempted to give a series of short speeches if the interviewer's questions do not call for precise, direct answers and illustrations.

When to Use: An interview is a good technique to use to get information in a relaxed and informal manner. The interviewer may serve as a bridge between the audience and the resource person.

When Not to Use: If you need a detailed and technical presentation of information, the interview is not the best way to obtain it.

Method: Lecture

Description: A prepared statement on a subject made by someone who has some special qualifications.

Value: Lectures are informative on a subject which is not generally known by the participants; and, if done well, are orderly, logical and comprehensive statements.

Limitations: Since there is no opportunity for audience participation other than listening during the course of the lecture, it is easy for the audience to get lost in their own thoughts.

When to Use: Use a lecture when there is an authority available who is orderly and stimulating in his presentation.

When Not to Use: Do not use if you wish the audience to respond. Do not use if a stimulating lecturer is unavailable.

Method: Listening and Observing Groups

Description: During a formal presentation of a speech, panel, film, etc., divide the audience into groups, each of which is responsible for some particular assignment. Following the presentation the groups are asked to report.

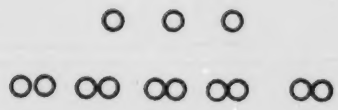
Value: This is a technique which encourages more careful listening. It also sets the stage for a later discussion of the subject by the total group.

Limitations: The groups must be given definite enough assignments so that they know what they are looking for. They also must know something about the subject(s) they are assigned.

When to Use: This is a helpful method. When you wish to make sure the speaker is clearly understood and also wish to reinforce some of the ideas presented, material which is being presented for the first time is underscored.

When Not to Use: If the material or subject covered is simple enough that it would seem redundant, do not try this; nor if the material is stale.

Method: Paired-Reading Review



Description: Two people are assigned reading to do beforehand and present to the total group in a conversational approach. A moderator may be used to ask questions.

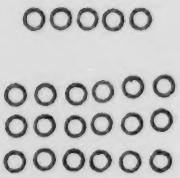
Value: Paired-reading makes an assignment possible to at least some members of the group; it uses group participants in a leadership role.

Limitations: The persons assigned to the task need to be able to carry on a stimulating conversation. Much of this method depends on their ability to communicate.

When to Use: This method may be used when there is written resource material necessary to be read, but it is available only in limited quantity; or if the material is too technical for general reading.

When Not to Use: Do not use this if you do not have some stimulating conversationalists available.

Method: Panel (Panel-Forum)



Description: A group of people (3-6) who are knowledgeable on a subject sit in front of the audience and carry on an orderly discussion of it. If the audience is permitted to ask questions and make comments afterward, it becomes a forum. A moderator usually keeps the discussion moving.

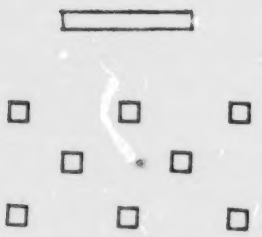
Value: A variety of opinions about a subject are permitted to be aired by a panel presentation. Usually the audience remains more involved because they tend to identify with various members of the panel.

Limitations: If the members of a panel are not briefed carefully ahead of time, but are knowledgeable in their field, there is a tendancy for them to ramble.

When to Use: A panel is helpful to introduce a group to a variety of opinions when there is a tendency for them to seek uniformity in their approach to a subject.

When Not to Use: Do not use a panel if the group has had a satisfying discussion of the topic.

Method: Programmed Instruction



Description: Material to be learned, understood, or applied is presented to individuals through either the printed page or a combination of the printed page and audiovisual aids. The material discusses the topic, gives illustrations and asks questions. When the individual answers the questions correctly, he moves on to the next stage. If he answers incorrectly, the material is present again in a more simplified manner.

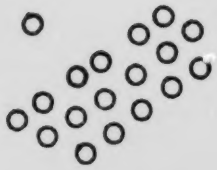
Value: Programmed instruction is a handy tool when there are certain basic items to be "known" about a subject before general discussion can take place. Since it is used individually, there is a chance to work at different speeds.

Limitations: Most programs that are bought commercially are expensive, and may not cover exactly what you wish to cover in the session. If you can identify clearly the material you want covered, it is not hard to prepare your own, but it does take some time and skill. Since people work at different speeds, supplementary material must be supplied for those who work faster and finish the program before others.

When to Use: Use program learning for basic understandings or skills which you intend to develop later in the conference through other methods.

When Not to Use: Do not use it alone. The very nature of a conference is to bring people together to share their ideas and experiences. To use only this type of individualized approach is to undercut the communal possibilities of a conference.

Method: Question Period



Description: A question period is a five to twenty minute period held anytime during a meeting in which the audience asks questions of a speaker or another resource person.

Value: The speaker at a meeting has a chance to discover what points in his presentation were unclear; the audience can seek further information.

Limitations: Many people have a feeling that their question is "too silly to ask", or that they should already know the subject. Freedom of expression may, therefore, be difficult to attain. To have the questions written is one solution to this problem.

When to Use: The question period is useful when you wish to give the learners a chance to verify and check out their understanding of a subject. It may be used to preceed a general discussion of the subject.

When Not to Use: It is poor policy to regard the question period as a time filler, or as a simple addendum on the end of a speaker's hour.

Method: A "quiet meeting"

Description: A period of 15 to 60 minutes for meditation and limited verbal expression. The size of the group may vary from five to about twenty. Some topic for thought is either given to the group verbally at the beginning or is placed in front of them on chalkboard or poster. There is no obligation to speak or to take part in a discussion. It is a reflection on ideas.

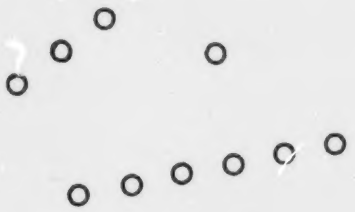
Value: The quiet meeting permits a group to reflect corporately on ideas which have been presented previously. It may be used to re-establish a productive atmosphere after some strong feelings or argument has developed. Later discussions may be more productive and thoughtful.

Limitations: Some people find silence very difficult. The participants should know one another well enough and be comfortable enough with one another and with silence. The physical setting is very important.

When to Use: This is a technique to use when you wish to put a premium on thoughtfulness. It creates a sense of fellowship and depth.

When Not to Use: Do not use a "quiet meeting" early in a conference nor if too many people are embarrassed by silence. This technique demands just the right occasion and a leader who can interpret it.

Method: Reaction Panel



Description: Two to five persons from the audience or special resource persons, listen to some presentation (speech, symposium or panel) and then hold a purposeful conversation in reaction to the presentation.

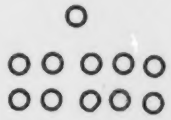
Value: A reaction panel stimulates audience interest and clarifies and evaluates a presentation from either an audience point of view or an authoritative point of view (if the reaction team are resource persons).

Limitation: Such a team may unwittingly set up an either/or approach when it is undesirable.

When to Use: The method is good when you wish perceptive feedback to a presentation, or when you want the implications of a topic explored further than one speaker can go.

When Not to Use: Do not use a reaction panel without the consent of the speaker(s).

Method: Resource Person



Description: An expert who is knowledgable in his field is made available to the group for their use in their discussion. He is not there to present his own opinions or directions.

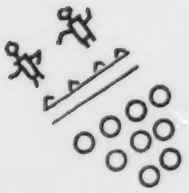
Value: A resource person gives the group the expertise it sometimes needs in discussions which have technical or experiential sides to them.

Limitations: There is a possibility of stifling discussion and creating dependence on the resource person.

When to Use: This is a useful tool when a group has a strong feeling that there is a need for a "breath of fresh air" in its midst; or wants to find out what is going on "out there in the real world."

When Not to Use: Do not bring in such an expert if the group members have not had sufficient opportunity to think and talk through their own feelings and information.

Method: Role Playing



Description: A group of "players" act out a situation dealing with some specific problem. Following the acting out, a discussion may be held by the participants.

Value: Role playing can be a good, relatively low-threat way of dealing with an emotional situation. It has its own authenticity because it is always spontaneously done.

Limitations: A role play may be taken as entertainment by a group, or it may be under-valued because it is a fictitious situation. It needs a skillful leader.

When to Use: Role playing is useful when the group needs some data about itself which is not easily attained in discussion.

When Not to Use: Do not use a role play when the group is tired or edgy. Do not forget that even though the situation is fictitious, the feeling generated by it is real.

Note: Role plays should always be terminated in an obvious way and players allowed to de-role, e.g., players can remove ficitious name cards and moderator can state that the role/play is ended.

Method: Screening Panel

Description: A screening panel is a group of three to five articulate and representative members of the audience group who carry on a short (15 minute) discussion of the needs of the audience as they experience them. The speaker and the audience listen in with the speaker developing and adapting his presentation of the topic as he hears their expressions.

Value: A screening panel encourages a speaker to present useful and pertinent information to the group he is addressing. The audience is aware that the planning committee has attempted to be "on target" to their needs.

Limitations: If the discussion gets too long it detracts from the main focus of the session. Also physical arrangements should be checked out. Microphones should be provided for the screening panel if needed.

When to Use: This is a helpful technique if only certain aspects of a topic are relevant to an audience. It gives the speaker the direct data on this and encourages him to stay within these boundaries.

When Not to Use: Do not use this technique unless you have secured the speaker's permission. Do not use it if all of the topic and its applications are relevant to the audience.

Method: Simulation Games

Description: Simulation games are "play" based on current issues and problems. They are desired for anywhere from four to thirty players. See the section titled 'Simulations' for a listing and description of some.

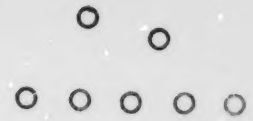
Value: Simulation games provide a 'not-for-keeps' atmosphere to test out the relationship of theory to practice, particularly in the realm of human behaviour.

Limitations: They usually require some one familiar with the game to lead it and teach it to others. A lengthy period of time is needed: both for the playing of the game proper and discussion of it afterwards.

When to Use: Simulations are particularly good at reaching attitudinal or affective goals. Some more simple games may be developed for teaching cognitive material, but by and large this would be an unsatisfying experience for professional people.

When Not to Use: Games probably should not be used if the audience stands too much on 'its dignity'. In a longer conference you may have time to work in a 'game' session nearer the end when you have prepared such people for it. Do not use without a long enough opportunity for debriefing and discussion at the end.

Method: Symposium



Description: A symposium is a series (2-5) of short speeches given on various aspects of the same subject. A chairman ties the speeches together and limits the presentations.

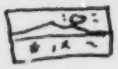
Value: This is another way of bringing several different aspects of the same subject to the attention of the group.

Limitations: Its weakness is that it does not involve the audience in anything but listening.

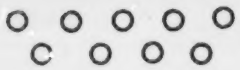
When to Use: A symposium may be used when the group seems to be bogged down in one aspect of a subject, rather than seeing its broader implications.

When Not to Use: Do not use this if the group still has some creativity and spirit in approaching the subject itself.

Method: Visual Aids



Description: Many different things come under the heading of "visual aids", including: chalkboard, cartoons, charts, displays, films, filmstrips, flannel boards, graphs, maps, models, opaque projectors, photographs, illustrations, posters, puppets, slides, overhead projectors, and others.



Value: The use of visual aids helps to establish relationships; it provides for better recall than just hearing alone.

Limitations: The various aids require equipment and skill in presentation.

When to Use: Aids are particularly helpful when there is a lot of abstract material to be presented.

When Not to Use: The only drawback to aids lies in their acceptability to the group or side inconvenience to the conference leadership.

Questions for Review on Working Toward the Objectives

1. Is there a variety of methods of presentation of content material?

2. Do the methods of presentation relate to and support the objectives of the conference?

3. Is there a variety of work groupings used (e.g., total group, small groups, pairs, etc.)?

4. Are your directions clear and concise?

5. Do you have some built-in methods to evaluate the progress of the conference toward the objectives.

6. Do you have enough breaks in the schedule?

7. Are there opportunities for staff gatherings built into the schedule if these are desirable?

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II The Meeting

C. People Factors

The shorthand language of Transactional Analysis offers a productive way of looking at several factors of human dynamics in setting up and running conferences. Very briefly put, T.A. theory begins with an analysis of the structure of human personality: each individual has three different and distinct Ego States out of which she may operate. She has the Parent Ego State which begins in her as a reflection of the example and training of her natural parents (or their substitutes). The Parent Ego State tends to be verbally oriented and is most probably operating when a person is telling herself or others what she or they ought to do. "You ought to brush your teeth three times a day!", "You ought to study hard because your future depends on it.", "You ought not pollute the air" are examples of statements that come out of the Parent Ego State. Certain gestures or 'body language' are also connected with it: shaking the finger, patting on the head; and frequently a change in the tone of voice can be detected: consider some teachers' voices in the classroom and some preachers in the pulpit, for examples. In general, there is an implied hidden message that goes along with the Parent Ego State. The sender is saying in some sense: 'I have arrived; you have not.'; 'I am doing or I know this and you should.' or 'I'm OK and you're not OK'.

A second Ego State out of which every person operates at some time or other is the Child Ego State. While the Parent Ego State tends to be verbal and develops out of the commands and injunctions received from the natural

parents, the Child Ego State is feeling oriented and develops out of the responses of the child to her parenting. For example, a small child may pick up a favorite dish of mother's which was left inadvertently in reach. She drops it and breaks it, and mother screams, "You bad girl!". The parental message is 'I am bad' and the child feeling will be something like inadequacy, disappointment over making mother unhappy or angry, or perhaps fear. The feeling that led the child to explore the dish in the first place, the sense of curiosity, is also an example of the Child Ego State. We are operating out of our child when we are curious or fearful or loving or happy or sad. However, because of the actual physical relationship of the child to her parents: they are big; they don't need anybody to help them get dressed, etc; and because so much of learning to adjust and growing up seems to be couched in 'No, No!' terms, the natural prevailing feeling of the Child Ego State will contain a large element of "I'm not OK; you're OK".

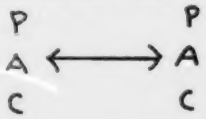
The third Ego State out of which all of us operate is the Adult Ego State. It is necessary to put a word of caution in here because so many of us were raised with injunctions by our parents to "Act your age", or "grow up", or "When you're my age or have as much experience as me" - so many of us were raised with this sort of thing that the Parent Ego State in us has a very exalted notion of 'being adult'. However the Adult Ego State in this analysis does not carry with it the implication that this is where it is always proper to be. The Adult Ego State can best be characterized by the analogy of a computer, constantly testing out what is going on in the here and now present situation and responding with appropriate actions.

For example:

Question: What time is it?

Answer: (after looking at my watch) Three o'clock.

This is a perfectly appropriate answer out of the Adult Ego State. But suppose, for whatever reasons, my Adult Ego State did not function too well in regard to questions about time.



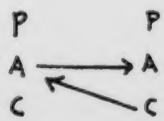
Question: What time is it?

Answer: You know it's really a good thing to carry a watch around with you at all times.

My Adult Ego State has probably not computed the situation very accurately and the result is my Parent Ego State had intruded, when it is not at all appropriate to be in that State. Or suppose:

Question: What time is it?

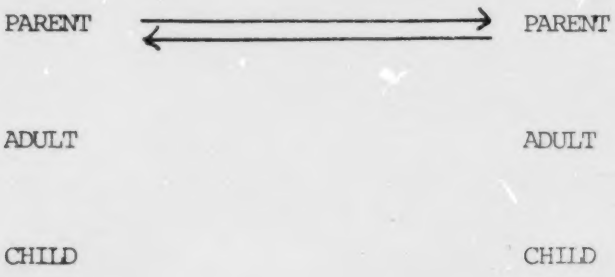
Answer: I'm always forgetting things and I left my watch at home.



The second part of that answer could be out of the Adult Ego State: it is simply an accurate description of something that happened, "I left my watch at home". The other accurate description coming from the Adult Ego State might be 'I don't know'. But it is the Child Ego State which inappropriately interjects, "I'm always forgetting things" (the equivalent of saying, 'Don't blame me; I'm not OK, you know).

So much for the make-up of structural analysis. In the last paragraph, we

have already moved on to the next step: the analysis of transactions. If each one of us may be operating at any given moment out of any one of the three Ego States, the person or persons with whom we are relating is also operating out of one of the three. So an interaction can be diagrammed:



Obviously there are quite a few different possibilities for interaction. Out of my Parent Ego State I may say to you: "People should have an annual physical check-up." If you answer out of the Parent you may say; "Yes, but people have a way of putting off the really important things till it is too late." If I answer in my child I may say, "Yes, I know, and I haven't had one in five years." An Adult Ego State answer might be, "Do you have some scheme for bringing that need to the attention of a greater number of people?"

The implications of Transactional Analysis for learning situations are many. Any learning situation, whether it is a conference or a classroom has the built-in tendency toward being a Parent-Child relationship. Usually the hidden message is "We know something that you don't know". If then, the Parent Ego State is overplayed in addition to the setting, the natural reaction of many participants will be from their Child Ego States; i.e. they will be either dependent and compliant, knowing full well that, 'Yes, I should learn this and I'm going to pay great attention' or they will be 'rebels' in their

Child Ego State with a very strong feeling of 'Nobody's going to make me do anything."

Consider the conference session where Dr. I.M. Expertise will talk on "Mental Health Problems of the Community". A podium sits on a slightly raised dais at one end of the room. A greenboard is behind it. The audience sits at tables facing the podium. Dr. Expertise comes in, acting his best professional manner; the introduction lists all of his credentials. With a few exceptions, audience reactions to this sort of 'teaching-learning' situation is predictable. Everything is there to help Dr. Expertise be (in) or, remain in, his Parent Ego State and the audience their Child Ego State. There will be a notable lack of audience felt responsibility for the meeting and abundance of critical comments in the rest rooms afterward.

The atmosphere and the leadership of a conference will determine the nature of the responsibility felt by the participants for their behavior in it. If the set-up of the conference 'hooks their Child', then they will respond in terms of their responsible Child behavior; i.e. they will listen, be polite, applaud at the right times, gripe in private, ask questions and do whatever else they are asked to do within reason. Problem solving behavior and planning behavior are functions of the Adult Ego State and if the responsibility of the participants is to engage in either one of these activities, then the structure, atmosphere and leadership of the conference must be geared to hooking the "Adult Ego State" of the members.

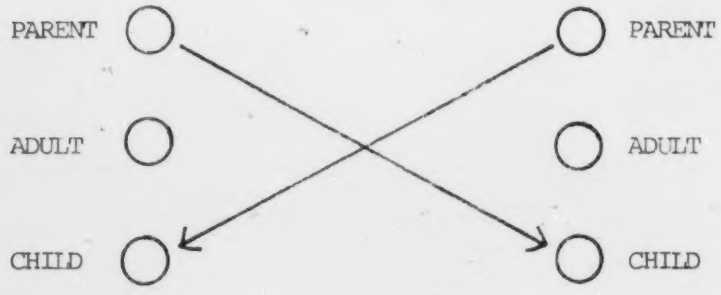
It is in the framework of Transactional Analysis that discussions of "manipulation" take on meaning as well. When I communicate with you, I am seeking to change something about you - to that extent all communication is manipulation. The crunch comes when either the Parent or the Child Ego States

of any participant maneuvers to incapacitate the Adult Ego State of the other. If a doctor at an AMA Convention starts off with a statement about 'socialized medicine' I suspect he is angling for the Parent Ego States of his audience. Words, room arrangements, games can all be used to rule out the Adult Ego State. If, however, the Adult Ego State is able to say, this is what is going on, and I choose to do this or do that, then although in some sense the situation may be 'manipulation' the participants are able to take full responsibility for themselves. This is not true if an effort has successfully been made to 'hook' their Parent or their Child Ego States; in that case they are not able to "read" the present situation because they see it through either the rosy or the gray tinted glasses of past orders, injunctions or feelings.

Conflict situations which arise may be examined from the scheme of Transactional Analysis. Conflicts come about when there is a crossed transaction between two people.

Husband: Where did you put my cufflinks?

Wife: They're right where you left them.



Usually a conflict ensues when one person tries to lay his words, thoughts, experiences on another person in such a way as to deny the other the right to

his own understandings and experience.

Lecturer: Everyone knows the moon is made of blue cheese."

Astronaut in audience (to himself first) "I've been to the moon and who does he think he is to tell me I don't know blue cheese when I see it."

The lecturer's statement has the effect of denying anyone's experience who disagrees with him. He makes the other person into a non-entity. The lecturer may do the same thing by denying the other person's needs in his statement.

Lecturer: "A healthy person will always do what his doctor tells him to do."

Poor person in the audience: (But my family needs food before they need that expensive perscription.)

When conflicts ensue in a conference the leader may deem it wise to step in and change the subject. However if the issues are such as can be looked at by the total group, it may be helpful to work through the conflict with the combatents.

A Process for Conflict Resolution:

1. Listen to what each participant is saying. By "Listening" we mean more than simply hearing the words which the contestants are speaking. What feelings are being conveyed to you in, through and behind the words? Those feelings will begin to tell you what the "needs" are that the contestants have in conflict. Check out those feelings or needs with the person if at all possible.

2. Identify, list and compare the needs of the two contestants. For example, the lecturer doctor who says, "A healthy person will always do what his

doctor tells him to do." may be completely frustrated because he has had four patients die in the preceding twelve months and none of them had followed his instructions nor taken the medicine he perscribed. He needs some job satisfaction; to know that his skill and training are not being wasted. The poor person who is listening to him has a more obvious need: enough money to both feed her family and buy the medicine.

3. Only when both of the needs are out in the open can you move on to the third step: brainstorm possible solutions that will meet both of their needs. If the creative genius of the group is really free-wheeling, nothing is too silly to put down initially. The group can dismiss items later after they have had a chance to play around with the ideas a bit, but if ideas are judged or rejected in the initial stage, an inhibiting factor will destroy creativity.

4. Consider the solutions generated by the group. Let either contestant reject any that are unsuitable to him. Play with the ideas and choose one which is possible and agreeable to both parties.

5. Determine the necessary steps for implementation; assign the roles and move into the solution generated. Determine a period for review and testing.

Suppose on the third day of a conference, an argument erupts between two participants over whether the evening which had been left unscheduled should be filled with a special meeting to discuss a topic which had arisen. One person wanted the special meeting; the other wanted to adjust the later schedule. What do you think the two persons might be saying as you "listen"

to them? What do you think some solutions generated by the group might be? Can you envision working through such a problem with this process?

Hidden Agendas:

1. Look for hidden agendas. Recognition that they are present is the first step in dealing with them.
2. Remember that every group works on two levels at the same time: 'above the table' and 'below the table'. This is only a problem if the two come into conflict.
3. Give every opportunity possible for hidden agendas to surface. They are much more easily dealt with out in the open.
4. Don't scold or pressure; don't create guilt about them. (Parent-Child)
5. Use discussion and problem solving techniques on hidden agendas when they surface in the same way that you do the normal conference agenda. They are part of the concern of your clientele at the conference and are worthy of recognition.
6. Help the group evaluate how they handle each other's concerns which come into the open during the conference.

Participants

The number and the nature of the participants whom you invite to a conference is affected by the goals which you hope to achieve. A conference made up of a heterogeneous group has innate possibilities of being a much more interesting type of affair, but it also has high risk possibilities of failure for certain types of goals and objectives. The key question to ask yourself is, "Do the objectives of the conference pre-suppose any entrance behaviors on the part of the participants?" If you expect the participants to have a certain knowledge before they come upon which you propose to build during the conference in order to reach your objectives, you are limited in the heterogeneity you have in the group. You may use the opening session(s) to bring everyone up to the same level (if possible), but then you risk turning off the more knowledgeable at the very beginning. If your objectives are cognitive objectives, you may be on safer ground to look at more homogeneous groupings.

Heterogeneous groupings are desirable where the objectives of a conference grow out of the experiences of people. For example, if you desire to arrive at some solutions to "overcoming problems in rural health care delivery", then you need a wide variety of people who are able to articulate what problems they have experienced and where their needs lie. It would do no good to have just professional people involved in such a problem-solving session. When a variety of people are involved in such a conference, it is important to establish the style of the conference at the very beginning; that is, that there are no experts or answer-givers at the meeting. Each person is involved because he/she brings a part of the puzzle. And unless all the pieces are laid on the table, no valid solutions will be found. Participants are chosen, therefore, for their experience, their articulateness, and their ability to hear what other people are contributing.

Conflicts are apt to arise with diversity, but it is precisely in solving the conflicts in the conference that valid solutions to the problems may be generated.

The number of participants in a conference is affected in much the same way by the objectives. Strictly cognitive objectives require less use of interaction in the methods of approach used, so that a larger number can be accomodated. There is less need for subsidiary leadership and complicated room arrangements. However, if you are dealing with affective issues or problem-solving, there is much more need for interaction in the group. If you have a large group of people, you need the facilities and the support staff to permit breaking up into smaller sessions. However, a large group is not necessary to do problem-solving if the group is truly representative and articulate. With affective objectives you may wish to reach as many people as possible, but remember that interaction is necessary to reach such objectives. Do not overreach your staff and facilities simply because you want to reach more people.

Questions for Review on the People Factors

1. Does our schedule permit people to move at a comfortable pace through the stages of the conference?

2. Have we chosen leadership competent not only in the normal objectives of the conference, but also in handling such unplanned-for difficulties as power struggles or conflicts?

3. Is the balance of input and feedback suitable, or is it unbalanced with the likelihood of frustration building up?

4. Have we taken account of the expectations people will bring to the conference?

5. Have we thought through the types of sub-groupings which we will be using: heterogeneous or homogeneous?

D. The Closing Session

Frequently, the closing session of a conference is given over to some sort of evaluation technique. Several possibilities for this are given in the section on evaluation. Beyond evaluation, there are three problems to keep in mind for the end: (1) Is some sort of a summary desirable? (2) What is the impact of the back-home situation likely to be on the participant (and vice versa) ? (3) Are there any emotional needs of the participants to be considered, particularly if the conference has been several or more days?

If some sort of summary is desirable it may be handled from the vantage point of the conference planners, i.e. one or more of the staff doing a "this is where we've been" kind of presentation; or it may be done by the participants. In the latter, one or several participants are asked ahead of time to be responsible for a closing summation of the conference. An interesting "evaluative" method for handling this is to make lists of the participants expectations in the first session and use these in the final session to check on what the conference has and has not done. For any kind of summary presentations, most of the methods mentioned in the teaching-learning section may be adapted.

Another possibility for a summary is to have it made by a "roving observer"; i.e., select someone ahead of time to roam through the small group meetings, as well as sit in on general sessions. In the closihg session, he shares his observations with the total conference. If this is done, the method should be

shared with participants in the opening of the conference and the observer must be careful to cultivate an easy, friendly invisibility.

Making connections with the back-home situation is an alternate approach to the closing section. Probably this is best done by participants planning and carrying through the session. If an evaluation sheet has been passed out, one or two of the questions may be used to trigger the participants' thinking, such as "what part of the conference seems most helpful to you in your job?"... "Least helpful?". "Do you anticipate any problems or dangers as you seek to implement any conference learning?" Small groups may discuss such questions with written reports (on newsprint) and/or a panel discussion may be held by participants from each group.

Particularly for longer conferences, some short informal way of breaking is helpful for many people in managing goodbyes. If a conference has been quite task-oriented with little chance of personal mixing or friendships to develop, it is unnecessary and an intrusion; but where there has been an attempt to create warmth, then the closing must take this into account.

But, warning! This type of symbolic closing is not appropriate unless the conference has contained quite a few elements of an informal and personal nature. Particularly if the conference has been "product" oriented rather than "learning " oriented this would seem artificial. A simple way is to let the group form a circle. Several variations are possible from the circle.

1. Remind them of old and new friendships, perhaps of the "gifts" given to each other during the week. Leave several minutes of silence so

that people can look around the circle. Or, take a five minute break and let people say farewell and thank you in a time of general mingling. Return to the circle briefly, let the leader say goodbye and break the circle.

2. A variation is to form a circle, hold hands and move in toward the center, drop back, let the circle expand till people can no longer touch hands, turn and leave.

Questions for Review on the Closing

1. Have you chosen techniques to close which summarize the results of the conference?

2. Does the closing session speak of your objectives?

3. Is there the possibility of personal satisfaction and accomplishment for the participants?

4. Are "next steps" somehow held up to the participants?

5. Are any mechanics, such as handling of travel vouchers or checking out, clearly arranged for?

Part Three: After the Meeting

III After the Meeting

A. Evaluation

THE BASICS OF EVALUATION

There are four basic questions for the evaluation of any conference. The first is crucial: (1) Was the objective obtained? The question itself goes back to the planning of the event; what are the goals and objectives we hope to attain? The more precisely these have been spelled out, the easier the task of evaluation becomes. Did we do what we set out to do, and if not, why not? Was it possible really to do what we set out to do. Many conferences have goals which are impossible because they have written into them back home people who are not even in attendance; eg. "The purpose of this conference is to help doctors relate better to their patients." The patients are not even present! There is no way to evaluate its success or failure. In fact, the conference participants are frustrated before they ever begin.

(2) Second if the objective really was obtainable, were the methods used supportive of the objective. For example, suppose a conference had a purpose like..."to assist doctors to relate to people on other than a professional level basis," and the conference consisted of a series of lectures by psychologists and films on good human interaction. There is no opportunity to practice the skill which the conference set out to strengthen. Learning does not come about by listening to someone else discuss the subject.

(3) Third, was there adequate input? This is almost the other side of the second question. There we were asking about methods: do they give the participants a chance to practice a skill you desire them to attain? Or, are you simply talking at them without giving them a chance to digest and practice? Here we are reversing the picture and asking if there was enough content. Some conferences particularly where there is an emphasis upon learning by doing, are short on theory. They are all practice, but the participants are apt to ask practice of time, interpret with 'input' or 'theory' what is going on in such conferences.

If a group of doctors are in a conference on improving their human relations skills with their patients, the conference planners may have decided to make this a laboratory type of learning. The doctors would then be divided into small groups and have to relate to each other for several days. Unless there is someone present to help them interpret what they do, the experience may be lost on them.

Therefore, the evaluative question is: was there enough of this sort of content or theory input in the conference for you to attain your goals? Most professional conferences are not apt to err on this side, for there is task orientation to want to do as much as (and usually more than) is human possible in a period of time.

(4) Fourth, were the participants "with it?" That is, if the objective was not attained, was it because the participants were not really interested in it as their own objective. This happens frequently when a planning committee decides that "those people out there for whom we are running this conference" have a need that they themselves are not aware of, and the committee is going to remedy the situation. The problem is avoided by involving the participants in the planning in as many ways as possible.

THE WHEN OF EVALUATION

Evaluation is a process used from start to finish. It begins in the planning sessions, particularly with the careful scrutiny of the conference goals and objectives. *Each conference session should be looked at individually, checking the nature of the material (technical, philosophical, controversial, statistical), the situation in which it is planned (what comes before? after? interest level? the time of day?), and the method of presentation. During the conference, spot checks can be made. The last session is particularly appropriate as an evaluative session and follow-up mailings or interviews may be done.

THE HOW OF EVALUATION

(1) Tests or written reports may be used. Some samples of "tests" designated as evaluative tools follow, but other sorts of "tests" may be built into the process. Suppose a goal for a conference is that the event is a learning situation for case workers to become better interviewers. Input of various types is fed into the schedule to demonstrate the components of a good interview; other sessions provide time for the participants to do appropriate practice. Finally, at the end, participants have a chance to interview each other with a third party checking out the interview against the criteria established. The appropriate practice and the final session offer not only a learning opportunity for the participants but some of the most pertinent evaluatory data for teachers and planning committee.

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*Another possibility for a summary is to have it done by a "roving observer"; i.e., select someone ahead of time to roam through the small group meetings, as well as sit in on general sessions. In the closing session, he shares his observations with the total conference. If this is done, the method should be shared with participants in the opening of the conference and the observer must be careful to cultivate an easy, friendly invisibility.

(2) An interesting check on procedures in a conference comes out of the "values clarification" movement. Break the normal flow of the meeting and put the participants in groups of four to eight. Ask them to individually complete the following sentences in writing and then share in the group. Members of the planning committee may be spotted in the groups. (see page

(3) Another method of obtaining data is from interviews. Members of the planning committee may occasionally use their contacts during the conference as "sounding boards" on what is happening. If the planning is flexible enough and the committee secure enough, the data may be shared at designated "planning times" and the conference direction even changed in midstream. In any event, the important data should be shared and saved for future planning. Interviews may also be carried out after the event which permits the participants some time to reflect upon this experience and direct its meanings to them.

(4) Records are a pertinent, though sometimes very threatening, method of evaluating. If you hold a conference for the same population three years running, and in the first year 80% of the population attends and in the second year, 20% of the population. Then, the third year is in trouble and the records tell you something else even though evaluative reports on the first year were good. While other factors may have come into play, a harder look at that first program is called for. Or suppose a conference is to train a population to use the facility of a mental health center for referrals. Do referrals go up after the conference? If the records show they do not, then something was wrong with the training given.

A CHECKLIST FOR EVALUATION

This checklist is for the use of (a) the coordinator and the staff and/or (b) those who take part in the meeting.

If the trend of replies to the questions is toward "no" and "undecided", the clinic, institute, workshop probably has been conducted ineffectively; future errors can be avoided if the various replies are discussed by the coordinator and the staff.

	Yes	No	Undecided
1. Was the promotion effective?			
2. Did the participants understand what was expected of them?			
3. Were the meeting facilities adequate?			
4. Were the dining and housing facilities adequate?			
5. Was registration handled effectively?			
6. Were helpful study materials made available?			
7. Were the general sessions:			
a. relatively free from distractions?			
b. characterized by good physical arrangements?			
c. made meaningful by clear presentations?			
d. appropriate in length and number?			

	Yes	No	Undecided
e. clear as to goals and purposes?			
f. effective as to use made of educational techniques, subtechniques and aids?			
8. Were the special interest groups (if used):			
a. made up of persons who:			
(1) had common interests?			
(2) could work together?			
(3) were similar in background?			
b. adequate as to physical arrangements?			
c. well conducted?			
d. staffed with appropriate resource persons?			
e. clear as to their goals and tasks?			
f. appropriate as to:			
(1) frequency of meeting?			
(2) length?			
g. effective as to the use made of educational techniques, subtechniques and aids?			
9. Were the discussion, practice or work groups (if used):			
a. well conducted?			
b. in suitable surroundings?			

	Yes	No	Undecided
c. clear as to their:			
(1) length?			
(2) frequency of meeting?			
10. Did the coordinator and staff:			
a. carry out responsibilities?			
b. see that the group was well oriented?			
(1) prior to arrival?			
(2) after arrival?			
c. see that schedules were met?			
d. properly instruct the resource persons?			
e. help the participants to learn?			
f. remain flexible and able to make adjustments to aid learning?			
11. Did the resource people:			
a. understand their responsibilities?			
b. understand the techniques they were involved in?			
c. use understandable language?			
d. use helpful examples?			
e. remain available for consultation?			
f. present information clearly and effectively?			
12. Did the participants:			
a. make advance preparation?			
b. make use of their opportunities for learning?			

	Yes	No	Undecided
c. attend meetings on time?			
d. cooperate with the coordinator and the resource persons?			
13. What was accomplished:			
a. was useful information presented in the general sessions?			
b. did the participants show evidence of having acquired information, new viewpoints or of having changed attitudes?			
c. was progress made toward the goals?			
d. have problems or needs emerged which point toward further study or action?			
e. was there evidence of willingness to accept responsibility for further study or action?			

From: Bergevin, Morris and Smith
Adult Education Procedures,
Seabury Greenwich, Connecticut, 1963

WHAT WAS ACCOMPLISHED?

Goal: To secure reaction to the progress of the session.

1. Do you think the group accomplished anything as a result of this meeting?

   Certainly did _____ Doubt if it did _____
   Probably did _____ It did not _____

2. To what extent was there a group goal for what we did? (Circle the number which best reflects your feelings.)

   6 5 4 3 2 1 0

We knew what we wanted and how to do it — Enough to function — We wandered aimlessly

3. To what extent did the group make progress toward its goal? (Circle the number which best reflects your feelings.)

   6 5 4 3 2 1 0

Felt the group made quite a bit of progress — Felt there was a tendency for the group to go around in circles

4. Was there enough opportunity for discussion?

   Too much _____
   All that was needed _____
   Should have been more _____
   Should have been much more _____

5. How did the members assist the progress of the group? (Circle the number which best reflects your feelings.)

   6 5 4 3 2 1 0

Felt members facilitated the progress of the group — Felt some members blocked the progress of the group

6. To what extent was the group free to express opinions honestly?

6 5 4 3 2 1 0

Felt that we could bring up anything we thought might be appropriate

Felt the group was restricted from bringing up some kinds of ideas.

7. To what extent was there clarity in the discussion?

6 5 4 3 2 1 0

Kept up with the discussion: Felt I understood what was going on all the time

Felt somewhat lost and confused trying to follow the discussion and understand others.

8. What was the general climate of the group?

Relaxed_____ Tense_____
Warm _____ Cold _____
Friendly_____ Hostile_____

9. What were the weaknesses? How could they have been improved?

10. What were the strong points?

11. What did you think was the most critical moment during this session?

12. Do you have any suggestions about how the session could have been improved?

13. Would the session have been better if some parts would have been omitted?

Certainly not_____ Probably_____
Maybe _____ Definitely_____

DO YOU HELP A GROUP WORK WELL TOGETHER?

(A guide for persons who are concerned to get the most out of their group participation.)

The following are some behaviors that can contribute significantly to accepting - helping - sharing relationships between group members as they live and work together.

As a participant you can give and receive help when you:

-Share your feelings and ideas; bring to bear facts and personal experience.

-Encourage others to express themselves freely and candidly.

-Help group members understand each other.

-Listen actively and let others know that they are or are not understood.

-Build on others' contributions.

-See if you can help resolve misunderstandings, conflicts and problem situations instead of relying on someone else to do it.

-Alert the group when you feel the discussion is "off the track"; help the group decide whether the digression is more important than the original topic.

****

One way of finding out how helpful you and other members of a group are is by using the method explained on the sheet entitled, "How Am I Doing?"

"HOW AM I DOING?"

A METHOD OF FINDING OUT HOW HELPFUL A PARTICIPANT YOU ARE IN A GROUP

Instructions: With the group seated in a circle, let anyone who desires seek information from his fellow group members by asking questions about the way they have seen him working.

For example, a member might say (referring to the listing below), "I would like a picture of how you see me in relation to number ____". If any person can give specific information concerning what has been asked for, he will contribute to his fellow group member's self-appraisal.

To use this method successfully, three rules are to be observed:

(1) Participation is voluntary. No member shall be compelled either to seek or give information.

(2) Information given shall be limited to what a group member asks for.

(3) All information given must be substantiated by facts. (Things you observe that are said and done.)

******

1. Express himself clearly and concisely.
2. Encourages group to keep at the job.
3. Takes the lead in selecting topics.
4. Offers constructive ideas as needed.
5. Contributes without cutting others off.
6. Helps get to the meat of issues.
7. Listens attentively to what others say.
8. Helps others express their ideas.
9. Gives suggestions on how to proceed.
10. Helps others feel at ease.
11. Shows that he likes others.
12. Annoys others
13. Sticks blindly to his point.
14. Runs away when faced with a problem.
15. Fights rather than works.
16. Dominates and imposes his will on the group.
17. Likes to wander.

UNFINISHED SENTENCES

Complete the following sentences:

- The thing I liked best in the conference so far was _____

  _____

- The leaders are _____

  _____

- I feel most productive when a leader _____

  _____

- When someone does all the talking _____

  _____

- When I enter a new group _____

  _____

  _____

- I wish the subject matter was _____

  _____

- I want to learn more about _____

  _____

From: Simon, Howe and Kirschenbaum, Values Clarification, Hart, New York, 1972.

Specific sentences related to subject matter, physical setting methods, etc., can be included.

A MID-POINT EVALUATION

Adult ____
Youth ____

CIRCLE A NUMBER)

A. I feel:

6 5 4 3 2 1

Deeply involved — Not Involved at all

B. 6 5 4 3 2 1

Really heard — Brushed of"; disregarded

C. I predict that the rest of the session will be:

6 5 4 3 2 1

Real, on target for me — Trite; "Mickey Mouse"

D. I have a sense of:

6 5 4 3 2 1

Really accomplishing something — Wasting my time.

E. In regards to the goals stated at beginning of the session, I feel we are

6 5 4 3 2 1

Fulfilling those goals — not fulfilling those goals

A SHEET FOR ANALYZING WORK GROUP EFFECTIVENESS

1. Degree of Mutual Trust

There is a high suspicion among group members. (1) — There is a high trust among group members. (7)

1 2 3 4 5 6 7

2. Degree of Mutual Support

Every man for himself. (1) — Genuine Concern for each other (7)

1 2 3 4 5 6 7

3. Communications

Guarded and Cautions (1) Open and Authentic (7)

1 2 3 4 5 6 7

4. Group Objectives

Not understood by the Group (1) Clearly understood by the Group (7)

1 2 3 4 5 6 7

The Group is Negative to Objectives (1) The Group is Committed to to Objectives (7)

1 2 3 4 5 6 7

5. Handling Conflicts within Group

We Deny, Avoid, or Suppress Conflicts (1) We Confront Conflicts and "Work Through Them." (7)

1 2 3 4 5 6 7

6. Utilization of Member Resources

Our Abilities, Knowledge, and Experience are not Utilized by the Group (1) Our Abilities, Knowledge, and Experience are fully Utilized by the Group (7)

1 2 3 4 5 6 7

7. Control Methods

Control is Imposed on Us. (1) We Control Ourselves (7)

1 2 3 4 5 6 7

8. Organizational Environment

Restrictive; Pressure Toward Conformity (1) Free; Supportive; respect for Individual Differences. (7)

1 2 3 4 5 6 7

9. Information

Information is Hoarded. (1) Information is Shared. (7)

1 2 3 4 5 6 7

10. Personal Growth

Individual Growth is Suppressed. (1) Individual Growth is Encouraged. (7)

1 2 3 4 5 6 7

EVALUATION — FEEDBACK

1. Generally speaking, have you found this week to be...

... enjoyable Yes No

....worth the time and money Yes No

....likely to be helpful to you Yes No
in your work?

2. All things considered, what was the most valuable result of this week for you? _____

_____

_____

3. If you were planning another such event for next year, what would you change?

_____

_____

_____

4a. What group of people do you see as "consumers" for the services of your organization?

a._____

b._____

c._____

4b. Has your view of that consumer changed in any way as a result of this week's experience? Yes No

4c. If yes — what <u>one</u> change is most significant to you?

_____

_____

5a. Would you say that your feelings toward the new organization are more favorable, less favorable, or about the same as they were before you came?

More favorable

Less favorable

About the same

5b. In what specific ways have your feelings about the new organization changed?

_____

_____

_____

6a. Would you say that your feelings about your top management changed in any way as a result of this week? Yes No

6b. In what way? _____

_____

_____

6c. Would you say that your feelings about your fellow staff members who were present here changed in any way as a result of this week?

Yes No

6d. If Yes, in what way? _____

_____

_____

7a. SPECIFIC QUESTIONS ABOUT THE MONDAY MORNING SESSION - MOTIVATION

Please check one box for each statement:

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
The presentation was interesting				
The subject matter is very relevant to my work				
Material was communicated effectively				
Small group discussions were a valuable part of the session				
I learned something new				
Leader(s) was/were effective				
I will be using this material in my work in the future				
Visual aids, forms, and "instruments" were effective				

7b. What one thing was most helpful or useful to you?

_____

_____

_____

_____

7c. (OPTIONAL) What could be done to improve the session from your point of view?

_____

_____

_____

_____

The same form can be used to obtain feedback on topics such as:
Marketing Research, Management Style, etc.

INSTITUTE APPRAISAL INFORMATION

1. Specifically, what is your present plan for using this information and experience when you get home?

2. Looking back on your experience in this conference,
   (a) which aspect of it appeals to you most? (Please list and explain briefly)

   (b) which aspects appeal to you least? (Please list and explain briefly)

3. In what ways do you thing the conference might be improved? (Please list)

4. Did you read all, or almost all the assigned materials?

5. Did you find the assigned material helpful?

6. At this time, what specific problems do you anticipate in adapting the conference information to your back-home program or situation? (Please list)

Questions for Review on Evaluation

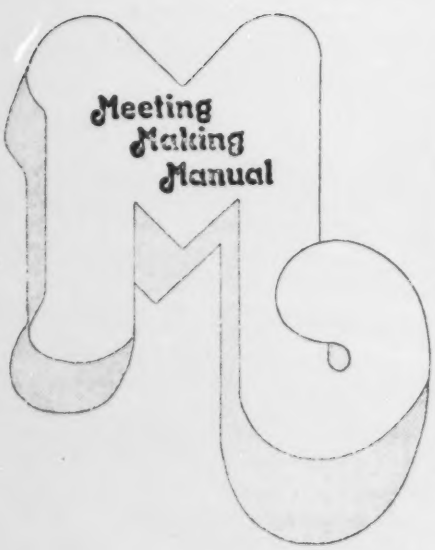
1. Do you have some methods of evaluation built into the ongoing schedule of the conference?

2. Have you chosen tools or methods for evaluation which tell you the sorts of things which tie into your objectives and/or future planning (e.g., data collecting, personal growth, future conferences, etc.?)

3. If you are using "tools" for evaluation, are they prepared?

4. If a post-conference evaluation is to be used, are the details of it nailed down (place, time, questions to be asked, participants?)

5. Have you some system prepared for holding and using the evaluation information in the future?



Part Four: References and Resources

IV References and Resources

A. Bibliography

The following is a Bibliography of books which falls roughly into three categories: (1) books directly related to the planning and management of meetings; (2) books that have to do with the teaching and learning of adults; and (3) books that have to do with the inter-relations of adults.

Allen, Dwight and Ryan, Kevin, Microteaching, Addison-Wesley Publishing Co., Reading, Massachusetts, 1969.

Bergevin, Paul and McKinley, John, Design for Adult Education in the Church, Seabury, Greenwich, Connecticut, 1958.

Bergevin, Paul, Morris, Dwight and Smith, Robert M. Adult Education Procedures, Seabury, Greenwich, Connecticut, 1963.

Bergevin, Paul and McKinley, John, Participation Training for Adult Education, Bethany, St. Louis, Missouri, 1965.

Blatner, Howard A., Acting-In: Practical Applications of Psychodramatic Methods, Springer, New York, 1973.

Bloom, Benjamin S., Ed., Taxonomy of Educational Objectives: Cognitive Domain, David McKay, New York, 1956.

Brown, George Isaac, Human Teaching for Human Learning, Viking Press, New York, 1971.

Burke, W. Warner and Beckhard, Eds., Richard, Conference Planning, NTL, Washington, D.C., 1962.

Diedrich, Richard C., and Dye, H. Allen, Eds., Group Procedures: Purposes, Processes and Outcomes, Houghton Mifflin, Boston, 1972.

Dow, Robert Arthur, Learning Through Encounter, Judson Press, Valley Forge, 1971

DuBois, Rachel Davis and Mew-Soong Li, Reducing Social Tension and Conflict, Association Press, New York, 1971.

Gordon, Thomas, Parent Effectiveness Training, Peter H. Wyden, Inc., New York, 1970.

Greeley, Andrew M., The Friendship Game, Doubleday and Co., Garden City, New York, 1970.

Harrell, John, Teaching is Communicating, Seabury, New York, 1965.

Harris, Thomas A., I'm OK - You're OK, Harper and Row, New York, 1967.

James, Muriel and Jongeward, Dorothy, Born to Win, Addison-Wesley Publishing Co., Reading, Massachusetts, 1971.

Jongewood, Dorothy and James, Muriel, Winning With People, Addison-Wesley Publishing Co., Reading, Massachusetts, 1973.

Jourard, Sidney M., The Transparent Self, Van Nostrand Reinhold, New York, 1971.

Keen, Sam and Fox, Ann Valley, Telling Your Story, Doubleday and Co., Garden City, New York, 1973.

Kemp, C. Gratton, Small Groups and Self-Renewal, Seabury, New York, 1971.

Knapp, Mark L., Nonverbal Communication in Human Interaction, Holt, Rinehart and Winston, New York, 1972.

Krathwohl, David R., Bloom, Benjamin S., and Masia, Benjamin B., Taxonomy of Educational Objectives: Affective Domain, David McKay Co., New York, 1964.

Lassey, William R., Ed., Leadership and Social Change, University Associates, Iowa City, Iowa, 1971.

Leypoldt, Martha, Learning is Change, Judson Press, Valley Forge, 1971.

Little, Sara, Learning Together in the Christian Fellowship, John Knox Press, Richmond, Virginia, 1959.

Mager, Robert F., Preparing Instructional Objectives, Fearon Publishers, Palo Alto, California, 1962.

Mager, Robert F., Goal Analysis, Fearon Publishers, Palo Alto, California, 1972.

McKinley, John and Smith, Robert M., Guide to Program Planning, Seabury Press, New York, 1957.

Minor, Harold D., Ed., Techniques and Resources for Guiding Adult Groups, Abingdon, Nashville and New York, 1968.

Morrison, Eleanor Shelton and Foster, Virgil E., Creative Teaching in the Church, Prentice-Hall, Englewood Cliffs, New Jersey, 1963.

Moustakes, Clark, The Authentic Teacher, Doyle Publishing Co., Cambridge, Massachusetts, 1972.

Nylen, Donald, Mitchell, J. Robert and Stout, Anthony, Handbook of Staff Development and Human Relations Training, NTL, Washington, D.C., 1967.

Pfeiffer, J. William and Jones, John E., An Handbook of Structured Experiences for Human Relations Training, 3 volume., University Associates, Iowa City, Iowa, 1969.

Pfeiffer, J. William and Jones, John E., The Annual Handbook for Group Facilitators, (1972, 1973, 1974) University Associates, Iowa City, Iowa.

Popham, W. James and Baker, Eva L., Systematic Instruction, Prentice-Hall, Englewood Cliffs, New Jersey, 1970.

Popham, W. James and Baker, Eva L., Planning an Instructional Sequence, Prentice-Hall, Englewood, New Jersey, 1970.

Popham, W. James and Baker, Eva L., Establishing Instructional Goals, Prentice-Hall, Englewood, New Jersey, 1970.

Rogers, Carl, Carl Rogers on Encounter Groups, Harper and Row, New York, 1970.

Rogers, Carl, R., Freedom to Learn, Charles E. Merrill, Columbus, Ohio, 1969.

Schein, Edgar H. and Bennis Warren G., Personal and Organizational Change Through Group Methods, John Wiley and Sons, New York, 1967.

Schein, Edgar H., Process Consultation: Its Role in Organization Development, Addison-Wesley Publishing Co., Reading, Massachusetts, 1969.

Shostrom, Everett, L., Man, the Manipulator, Abingdon, Nashville and New York, 1968.

Shostrom, Everett, Freedom To Be, Prentice-Hall, Englewood Cliffs, New Jersey, 1972.

Walton, Richard W., Interpersonal Peacemaking: Confrontations and Third Party Consultations, Addison-Wesley Publishing Co., Reading, Massachusetts, 1969.

Addendum

Flynn, Elizabeth W., and La Faso, John F., Group Discussion As Learning Process, Paulist Press, New York, 1972.

IV References and Resources

B. Publishers

Jalmer Press, Inc., 391 Munroe Street, Sacramento, Calif. 95825, specializers in Transactional Analysis publications.

Center for the Study of Democratic Institutions, books, speakers, tapes, a magazine on affairs of a democratic society; Santa Barbara, California 93103

Esalen Institute, 1776 Union Street, San Francisco, Calif. 94123; a wide variety of human relations, personal growth and organizational development seminars; publishers of books and tapes in the area.

Leadership Resources, Inc., 1750 Pennsylvania Ave., NW, Washington, D.C. 20006; publishers of papers, books in the area of group leadership.

Learning Resources Corporation, 2817 N. Dorr Avenue., Fairfax, VA, 22030, (705) 573-3371; produces books, exercises and multi-media learning materials for the applied behavioral sciences.

Word Publications, 4800 W. Waco Drive, Waco, Texas 76710; producers of books and tapes on relational experiences in groups of people; religious orientation.

Science and Behavior Books, 559 College Avenue, Palo Alto, Calif. 94306, publishers of books dealing with the behavioral sciences.

Explorations Institute, P.O. Box 1254, Berkeley, Calif. 94701; publishers of material dealing with human relations.

The National Council of Catholic Men, 1312 Massachusetts Ave., NW, Washington, D.C., 20005; publishers of material, much of it on inter-relational themes, for church use (particularly Catholic).

Big Sur Recordings, P.O. Box 4313, San Rafael, Calif. 94903; recordings of the human potential movements, most of them from Esalen programs.

Forum House, Box 49483, Atlanta,GA, 30329; producers of cassett tape programs on communication (some of them church-oriented).

Family Enrichment Bureau, 1615 Ludington St., Escanaba, Mich. 49829, (906) 786-7002; taped programs.

New Techniques, P.O. Box 1941, Seattle, Washington 98111; taped programs on communications.

The Institute of Church Renewal, 1610 La Vista Road, NE, Atlanta, Ga., 30329; taped programs on human relations, particularly in the congregational setting.

Vimcet Associates, P.O. Box 24714, Los Angeles, Calif. 90024; materials for training instructors and teachers.

NTL Institute for Applied Behavioral Sciences, 1201 16th St. NW, Washington, D.C., 20036, (202)833-4341; basic and advanced programs in human relations and skill development.

University Associates, P.O. Box 615, Iowa City, Iowa 52240; publishers and consultants on programs in the behavioral sciences.

Argus Communications, 3505 North Ashland Ave., Chicago, Ill. 60657; supply of posters, multi-media materials, books, etc.; some of it is religiously oriented.

National Teacher Education Project, 6947 E. MacDonald Drive, Scottsdale, AZ, 85253, (602)948-7536; consultants and educators doing work on teacher and instructor training. Church oriented.

IV References and Resources

C. Simulations

One of the innovations introduced in education with the emphasis on "experience based learning" is the simulation game. Games are meant to supply the connecting link for the learner between the formal theories of a discipline like psychology or sociology, and the raw experience of human life out of which the theories first grew. Most simulations have five elements: (1) participants in roles; (2) interactions between participants' roles; (3) rules for the interactions; (4) goals which the participants in the roles have; and (5) criteria to determine if the goals are attained.

There are several things to be aware of in using simulations. First, some groups have such a "parent" mind set that playing games is "childish." As one clergyman put it when invited to play a simulation game, "Education shouldn't be fun". But curiously the second caution is just the opposite. Simluations tend to become serious business. Players become so wrapped up in the roles they assume that the game can become grim, and in the safety of "make-believe", behavior is explored which participants would not normally think of using. This is a potential for both good and bad, and it calls for leadership that can lighten up a potentially heavy situation. It also calls for a long enough period of time for "de-briefing"; the process of permitting players to explore what went on in the game.

It is quite possible to develop your own games if you have a clear idea of the goals and objectives you wish to achieve. A helpful study book on developing simulations is Gaming by Dennis Benson. Although the book is written in the context of religious education, the principles explained and illustrated are general to the field.

Some simulations available in packaged form are:

Baldicer, a simulation game on the problem of the population explosion and related issues. John Knox Press, $25.00

Blacks and Whites, dealing with the issues of racial equality in the United States. Psychology Today Games, $6.95

Body Talk, on expressing and receiving emotions without the use of words. Psychology Today Games, $5.95

City I, dealing with the inner city and its three suburbs. Urban Systems Simulations

The Cities Game, on the reasons involved in urban collapse. Psychology Today Games, $6.95

Crisis, involving international conflict. Simili II, $35-50.00

Culture Contact, illustrating the potentials involved in a trading company arriving at a previously unexplored island. Abt. $25.00

Dangerous Parallel, on international affairs and the tensions leading up to a Korea-type situation. Scott-Foresman and Company, $60.00

Decision Making, a business game where participants are involved in deciding on personal development, and various company concerns. Science Research Associates

Dynasty, related to population growth, law and order, and taxation. Dynasty International

Edge City College Game, on the problems of campus unrest. Urban Dyne, $30.00

Edplan, a game for planning educational systems. Abt. Associates, $25.00

F.L.I.P., (Family Life Income Patterns), relating family income, budget, investment and credit to family goals. Didactic Systems, $34.00

Generation Gap, simulating the interaction between parents and a son or daughter on certain issues. Academic Games Project, $15.00

Ghetto, simulating the pressures under which the urban poor live and the choices they are forced to make. Academic Games, $20.00

Impac , illustrating how individual and collective actions affect a community. Didactic Systems.

Personnel, a game emphasizing the hiring process and the skills involved. Science Research Associates.

The Peter Principle Game, where the object is to avoid rising to to your level of incompetence in the organization. Psychology Today Games, $7.95

Plans, members of special interest groups use their influence to change a community. Didactic Games.

The Road Game, dealing with the problems of competition and cooperation. Herder and Herder.

SIMSOC, dealing with regionalisms in a society through problems of business, transportation, taxation, employment, politics. Free Press

SITTE, demonstrating how social change is brought about through the interaction of interest groups. Western Behavioral Science Institute.

Smog, in which the players deal with pollution through such issues as zoning, industrial growth, taxation and population growth. Urban Systems

Society Today, highlighting the forces at work in society. Psychology Today Games, $7.95

Starpower, simulating movement through a low-mobility society through the distribution of wealth in the forms of chips. Western Behavioral Sciences Institute, $25.00

Supervisory Skills, a business simulation on decision making, priorities, goal setting. Science Research Associates.

System I, an interaction game to reinforce learning of subject matter, content, and structures. It may be used with most subject areas. Didactic Games, $9.85

TRACTS, involving the social and political issues in a controversy on use of core city land. Instructional Simulations, $39.00

The Value Game, demonstrating the problems of a value system based on a series of absolutes. Herder and Herder

Woman and Man, involving sex role stereotypes. Psychology Today Games, $7.95

Sources of Simulation Games:

Abt. Associates
55 Wheeler Street
Cambridge, Massachusetts 02138

Academic Games Director
Nova High School
3600 SW 70 Avenue
Fort Lauderdale, Florida 33314

Avalon-Hill
4517 Hartford Road
Baltimore, Maryland 21214

Center for Simulation Studies
634 North Grand Avenue
St. Louis, Missouri 63103

Center for the Study of
Social Organization of Schools
The John Hopkins University
3505 North Charles Street
Baltimore, Maryland 21212

The Didactic Games Company
Box 500
Westbury, New York 11590

Dynasty International
815 Park Avenue
New York, New York 10022

Foreign Policy Association
School Services
345 East 46 Street
New York, New York 10017

Games Research
48 Wareham Street
Boston, Massachusetts 02118

Herder and Herder
232 Madison Avenue
New York, New York 10016

Instructional Simulations
2147 University Avenue
St. Paul, Minnesota 55114

Interact
P.O. Box 262
Lakeside, California 92040

International Learning Corporation
3233 SW 2 Street
Fort Lauderdale, Florida

Joint Council on Economic Development
1212 Avenue of the Americas
New York, New York 10036

MacMillan
866 Third Avenue
New York, New York 10022

Psychology Today Games
P.O. Box 60279
Terminal Annex
Los Angeles, California 90080

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman and Company
Glenview, Illinois 60025

Urban Systems
1033 Massachusetts Avenue
Cambridge, Massachusetts 02138

Urban Systems Simulations
Washington Center for Metropolitan Studies
1717 Massachusetts Avenue NW
Washington, D.C. 20036

Western Behavioral Sciences Institute
1150 Silverado
La Jolla, California 92037

Western Publishing Company
850 Third Avenue
New York, New York 10022

IV References and Resources

D. Media

Mass Media Ministries, 2116 North Charles Street, Baltimore, Md. 21218, (301) 946-3270; a great source of multi-media, particularly films; a weekly review paper of new films and upcoming TV shows.

Contemporary Films /McGraw-Hill, 330 West 42 Street, New York, N.Y. 10036

Filmmakers Library, 11 Riverside Drive, New York, N.Y. 10023

Argus Communications, 3505 North Ashland Ave., Chicago, Ill. 60657; supply of posters, multi-media materials, books, etc.; some of it is religiously oriented.

Burt Martin Associates, 3607 W. Magnolia Blvd., P.O. Box 6337, Burbank, Calif. 91505, (213)848-8229; films for religious, instructional and educational purposes.

Film Distributors International, Box 1824, Studio City, Calif. 91609, (213)747-3343.

Counterpoint Films, 5823 Santa Monica Blvd., Hollywood, Calif. 90038.

Modern Talking Picture Service, 1212 Avenue of the Americas, New York, N.Y. 10036; a source of free loan films on many subjects; catalog available.

Superscope Library of the Spoken Word, Dept.-BB-13, 45 Fox St., San Fernando, Calif. 91340; cassette Tapes.

TeleKETICS, 1229 South Santee St., Los Angeles, Calif. 90015; makers of contemporary films (many with religious themes) on human growth and interaction.

Broadcasting and Film Commission, National Council of Churches, Box 500, Manhattanville Station, New York, N.Y. 10027; publishers of newsletters reviewing films and T.V. programs.

The Wright Studio, 5246 Brookville Road, Indianapolis, Indiana 46219; producers of special napkins, place mats, favors, etc. on subjects relating to geographic areas or themes, e.g., poverty, Indian-Americans, etc.

IV References and Resources

E. Personnel Resources

Consultant/Trainers Southwest, P.O. Box 947, Emporia, Kansas 66801. A collection of individuals skilled in the Behavioral Sciences, doing human relations and organizational development work. (Somewhat church oriented in their initial operations)

Values Associates, Box 43, Amherst, Mass. 01002; specialists in values clarification work.

Southwest Institute of the Fellowship for Racial and Economic Equality, P.O. 3077, Lynchburg, VA, 24503; a center providing workshops in various behavioral science areas. Also has connections which make it possible to work for a Master of Social Work degree through its courses.

Center for the study of Democratic Instititutions, books, speakers, tapes, a magazine on affairs of a democratic society; Santa Barbara, California 93103.

Center for a Voluntary Society, 1507 M Street, NW., Washington D.C., 2005; training programs for business management, organizational development and human relations.

Group Research and Individual Learning Project, 9008 Red Branch Rd., Columbia, MD, 21044, (301)997-0240; a research project on relational type learning, particularly for clergy, programs dealing with the behavioral sciences.

Board of Interdenominational Training in Ohio, c/o Ms. Dorothy Fletcher, 412 Sycamore St., Cincinnati, Ohio 45202; human growth and group dynamics training in Ohio. (church sponsored)

Facets, 5805 Amy Drive, Edina, Minnesota, 55436, (612)925-2220; field associates in consultation, education and training services.

The Institute of Church Renewal, 1610 La Vista Road, NE, Atlanta, GA, 30329; taped programs on human relations, particularly in the congregational setting.

E.T. Eberhart, 1065 Cardinal St., NW, Salem, Oregon (503)362-4030; private consultant and "workshops in living".

Trust, P.O. Box 1312, Richmond, Virginia 23210, (703) 644-0783; consultation and training for organization and community development.

Association for Creative Change in Religious and other Social Systems, c/o Wm. A. Yon, Executive Director, 107 S. 20th St., Birmingham, Alabama 35233 (205) 251-4701.

International Transactional Analysis Association, 3155 College Avenue., Berkeley, Calif. 94705, (415) 653-1420, 658-1214.

National Teacher Education Project, 6947 E. MacDonald Drive, Scottsdale, Arizona 85253, (602) 948-7536; consultants and educators doing work on teacher and instructor training. Church oriented.

Organizational Development Network, c/o NTL 1201 Sixteenth St., NW, Washington, D.C 20036; an affiliation of people interested in the humanization of organizations.

American Management Association, 135 W. 50th, New York, N.Y. 10020; an organization dedicated to helping managers to do a better job.

IV References and Resources

F. Training Programs

Consultant/Trainers Southwest P.O. Box 947, Emporia, Kansas 66801. A Collection of individuals skilled in the Behavioral Sciences, doing human relations and organizational development work. (Somewhat church oriented in their initial operations.)

Bernard, Haldane Career Seminars (transition center for career assessment, development, fulfillment, indentification, planning and motivation), 734 15th St., NW, Suite 809, Washington, D.C. 20005 (202) 347-6673.

Golden Gate Foundation for Group Treatment, P.O. Box 1141, Vallego, California 94590; the use of Transactional Analysis in group work and in therapy.

Values Associates, Box 43, Amherst, Mass. 01002; specialists in values clarification work.

Laboratory Trainers/Consultants Network, 519 Vinita Ave., Akron, Ohio 44320, (216)867-4495; a collection of individuals skilled in various human relations and organizational development areas.

Nonimal Group Process, University of Wisconsin, Graduate School of Business, Wisconsin.

San Diego Institute for Transactional Analysis, 921 W. Muirlands Dr., La Jolla, Calif., 92037 (714)459-6938.

Southwest Research Associates, Inc., P.O. Box 4092, Albuquerque, New Mexico, 87106; educational research and training, particularly in the area of evaluation.

Leadership Resources, Inc., 1750 Pennsylvania Ave., NW, Washington, D.C. 20005; an organization for management development skills specifically for those carrying church executive jobs.

Faith at Work, 1000 Century Plaza, Columbia, MD., 21044, a loose knit religious organization dealing with the relational aspects of people in religious organizations.

Institute for Advanced Pastoral Studies, 380 Lone Pine Road, Bloomfield Hills, Michigan 48013; primarily for clergy, programs dealing with the behavioral sciences.

Harris Institute of Transactional Analysis, 2222 Sierra Boulevard, Suite 22, Sacramento, Calif. 95825.

Tori Associates, Box 694, La Jolla, Calif. 92037; theory and training in group relationships.

Creative Communication Conferences, (a division of Word Publishers) Waco, Texas, 76703; conferences and travel seminars dedicated to the theme of inter-personal communication. Church oriented.

Board of Interdenominational Training in Ohio, c/o Ms. Dorothy Fletcher, 412 Sycamore St., Cincinnati, Ohio 45202; human growth and group dynamics training in Ohio. (Church sponsored)

Facets, 5805 Amy Drive, Edina, Minnesota, 55436, (612)925-2220; field associates in consultation, education and training services.

Department of Educational Development, National Council of Churches, 475 Riverside Drive, Room 708, New York, NY, 10027; sponsor workshops in human and organizational development each year.

TRUST, P.O. Box 1312, Richmond, Virginia 23210, (703)644-0783; consultation and training for organizational and community development.

Humanist Institute, 1430 Masonic Ave., San Francisco, Calif. 94117, (415)626-0544; programs in human growth and development.

Kairos, P.O. Box 75426, Los Angeles, Calif. 90005; human growth and potential programs.

NTL Institute for Applied Behavioral Science, 1201 Sixteenth St. NW, Washington, DC, 20036, (202)833-4341; basic and advanced programs in human relations and skill development

University Associates, P.O. Box 615, Iowa City, Iowa 52240; publishers and consultants on programs in the behavioral sciences.

Adirondack Mountain Humanistic Education Center, Upper Jay, NY, 12987, (518)946-2206; summer programs, particularly in values clarification.

National Teacher Education Project, 6947 E. MacDonald Drive, Scottsdale, Arizona 85253, (602)948-7536; consultants and educators doing work on teacher and instructor training. Church oriented.

The Institute for Cultural Affairs, (affiliated with the Ecumenical Institute), 4750 North Sheridan Road, Chicago, Illinois 60640; presents LENS, a think tank seminar with a unique approach to the practical issues facing men in this industrial society; usually sponsored by local Chambers of Commerce.

IV References and Resources

G. Training Centers

The Living School, P.O. Box 530, Waterbury, Conn. 05720; a training center offering courses in Human Relations, Family Life and Planning.

Southeast Institute of the Fellowship for Racial and Economic Equality, P.O. Box 3077, Lynchburg, Virginia 24503; a center providing workshops in various behavioral science areas. Also has connections which make it possible to work for a Master of Social Work degree through its courses.

Cathexis Institute, P.O. Box 237, Alamo, Calif. (415)376-1486; on the use of Transactional Analysis in various settings.

Center for the Study of Democratic Institutions, books, speakers, tapes, a magazine on affairs of a democratic society; Santa Barbara, California 93103.

Youth Research Center, 122 West Franklin Ave., Minneapolis, Minn. 55404 (612) 339-2775; various programs on human relations, particularly geared to youth.

The University of Wisconsin, Graduate School of Business, Madison, Wisconsin, Nominal Group Process.

New England Training Institute, P.O. Box 525, Waterbury, Conn. 06720; "an organization committed to practicing the disciplines of applied behavioral science within religious and educational frameworks."

Human Development Centers, Suite 200, 2501 North Mesa, El Paso, Texas 79902; Transactional and Gestalt approaches to therapy and group work.

Center for a Voluntary Society, 1507 M Street, NW, Washington, DC. 20005; training programs for business management, organizational development and human relations.

Esalen Institute, 1776 Union Street, San Francisco, Calif. 94123; a wide variety of human relations, personal growth and organizational development seminars; publishers of books and tapes in the area.

Laboratory Trainers/Consultants Network, 519 Vinita Ave., Akron, Ohio 44320, (216) 867-4495; a collection of individuals skilled in various human relations and organizational development areas.

San Diego Institute for Transactional Analysis, 921 W. Muirlands Drive., La Jolla, Calif. 92037 (714)459-6938.

Institute for Advanced Pastoral Studies, 380 Lone Pine Road, Bloomfield Hills, Michigan 48013; primarily for clergy, programs dealing with the behavioral sciences.

Harris Institute of Transactional Analysis, 2222 Sierra Boulevard, Suite 22, Sacramento, Calif. 95825.

Tori Associaties, Box 694, La Jolla, Calif. 92037; theory and training in group relationships.

Tahoe Institute, P.O. Box DD, South Lake Tahoe, Calif. 95795; programs in various aspects of human relations.

Land's End, Star Route 109 Box 5, Saranac Lake, N.Y. 12983; various programs in human relations.

Laity Lodge, 900 NE Loop Expressway, San Antonio, Texas 78209; center for renewal in the churches; programing largely with inter-relational themes.

Creative Communication Conferences, (a division of Word Publishers) Waco, Texas, 76703; conferences and travel seminars dedicated to the theme of inter-personal communication. Church oriented.

Dow Leadership Conference Center, Hillside College, Hillsdale, Michigan 49242; conferences on management development and life planning.

New England Center for Personal and Organizational Development, Box 575, Amherst, Massachusetts 01002, (413)253-9686.

Kairos, P.O. Box 75426, Los Angeles, Calif. 90005; human growth and potential programs.

NTL Institute for Applied Behavioral Science, 1201 Sixteenth St., NW, Washington, D.C., 20036 (202)833-4341; basic and advanced programs in human relations and skill development.

University Associates, P.O. Box 615, Iowa City, Iowa 52240; publishers and consultants on programs in the behavioral sciences.

Adirondack Mountain Humanistic Education Center, Upper Jay, NY, 12987, (518) 946-2206; summer programs, particularly in values clarification.

National Teacher Education Project, 6947 E. MacDonald Drive, Scottsdale, Arizona 85253, (602)948-7536; consultants and educators doing work on teacher and instructor training. Church oriented.

Ghost Ranch, Abiquiu, New Mexico; an adult study center sponsored by the United Presbyterian Church; summer programs on a variety of subjects.

Bureau of Adult Studies, University of Indiana, Bloomington, Indiana.